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ABSTRACT

Presented in this handbook are ideas for promoting community involvement in schools. Actually used in schools across the nation, the ideas included are intended to help school people both incorporate community members into their programs and improve school-community relations as the basis of school support. The ideas presented, called "case studies" or "cases," are either programs used by individual schools or districtwide programs that can be adapted for use by individual schools. The handbook is divided into four sections: (1) outreach into the community, (2) bringing community members into the school, (3) extending school services, and (4) special communication tools. The index (at the front of the book) divides the case studies into subsections, so that readers may find programs to suit their particular needs. The authors expect readers to adapt the ideas to their school's situation. For each entry presented the book lists the program's purpose, strategies and activities, results, recommendations and considerations, and time involved. Most cases include the address and name of a contact person. (Author/JM)

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Outside Insight

Techniques for Building Better Understanding of Schools

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION

EA 013 415

Macomb Regional Dissemination Center
44001 Garfield
Mt. Clemens, Michigan 48044

ONE MOMENT PLEASE...

A new recognition is abroad in the land: the public schools cannot accomplish the education of America's young people without help. The achievement of quality education must be shared by the schools, parents and various components of the community.

The words above belong to Nolan Estes, General Superintendent of the Dallas Independent School District. And, from our perspective as educational communicators, they are profound.

For myraid reasons the public schools will have to involve more people in their noble cause... and they will have to work hard to improve communication with the people they serve.

The door is open. Pollsters are telling us that people want to be involved with their schools, that they want to know more about what we do, that they need our help. Best of all, they are willing to work with us toward these ends.

This handbook has been designed to help you build better understanding of education. In it you'll find successful techniques for community involvement from across the country.

Each technique has been condensed into a one-page summary for quick reference, and the school district operating the program is noted to help you pursue additional details on your own.

We are extremely grateful to Larry Ascough, Assistant Superintendent for Communications in Dallas, for allowing us to share this work. You can help us repay him by sending us your best idea for community involvement (Use the form at the back of the booklet.). That's a small price to pay for the 200 ideas that follow.

Sincerely,

William J. Banach
Director of Communication Services
Macomb Intermediate School District

Project Director
Macomb Regional Dissemination Center

Title IV-C
Community Involvement Strategies

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WHY MUST YOU GET THE COMMUNITY INVOLVED IN YOUR SCHOOL?

Because, several state legislatures -- California, Florida, Oregon, and New Jersey, to name a few -- have already mandated community participation in the schools at some level. Second, it is very likely some federal money comes to your district with "community involvement" strings attached. And third, beyond legal requirements, more and more parents and taxpayers today are demanding to know what the schools are doing with their children and their money.

One of the best ways to comply with legislation, to give the public answers, and to win school supporters at the same time, is to get the community and its multi-faceted parts directly involved in the schools, in the system, and in the success of both.

HOW? THAT'S THE SINGLE PURPOSE OF THIS HANDBOOK.

This is a compilation of ideas you may be able to use in your own school, to get community members active in your programs and to solidify the kind of school/community relations that will help foster support for your school and its goals. The cases were chosen to demonstrate activities at the building level, or to highlight some district-wide programs that could be adapted to use in an individual school.

The handbook is divided into four sections: (1) Outreach into the Community, (2) Bringing Community Members into the School, (3) Extending School Services, and (4) Special Communication Tools. There are some case histories in which the activity could have worked just as well in either framework (Outreach or Bringing Community Members Into the School). For example, a coffee klatch might be just as effective if held within the school as if it were held out in the community. Since the cases represented particular solutions to particular conditions, it is expected you will adapt the ideas to suit your own school's situation.

WHAT'S THE NEXT STEP?

The Index lists the case histories in order, as they appear in each color-coded section. A quick look through the Index will help you locate cases that may be of interest to you.

Each case is outlined by reason/purpose, strategies and activities, results, recommendations and considerations, the time involved, and other variations to the technique or approach. Most cases have an address and a name at the bottom should you want to get more information on a certain project. (Note: some of the cases are more than one year old, so the contact person may no longer be available in that position.) For quick reference, cases have been covered on a single page.

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Dallas Independent School District
Glassboro State College, Glassboro, New Jersey
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National Association of Elementary School Principals
National Association of Secondary School Principals
National Committee for Citizens in Education
National School Public Relations Association (NSPRA)
NSPRA Publications: "Trends", "It Starts in the Classroom"
Pennsylvania Department of Education
The Center for Study of Parent Involvement
The Institute for Responsive Education

Editor's Note: The editors of this publication, Earl Kay and Rose Marie Stromberg, have used editorial license to re-word, in some instances, the basic research data that was submitted, in order to have the cases conform to the book's format.

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Outreach
Into the Community

I. OUTREACH

INTO THE COMMUNITY

This section is categorized into methods that take school-related people and activities outside of the school, into the community. Cases cover the following types of outreach activities:

A. Principal and staff go out into community

B. Involve Students

C. Use Community Resources

D. Coffee Klatches

E. Grass-roots Feedback

F. Telephone Use

G. Home Visits

H. Parent Workshops

CASE NUMBER: 1-A-1

TECHNIQUE: Principal and staff go out into community: New school

PURPOSE/REASON: To introduce a new school to community members.

STRATEGIES AND ACTIVITIES:

- Started informal community presentations in front of supermarkets and in parks.
- Used portable easel and charts to attract attention.
- Took along Spanish teacher to talk to 25 percent of the community who were Spanish speaking.
- Announced spot for presentation in advance in local media.

RESULTS:

- Got large community response.
- Citizens asked a lot of questions.
- Residents said they were "glad to see some faculty out in the community for a change."
- Planned for more community presentations on other topics.

RECOMMENDATIONS AND CONSIDERATIONS:

- Found that parents were more interested in curriculum than in the physical facilities of the new school.
- Very few people attended more formal presentations that were held within local schools.

TIME SPAN: A summer.

SCHOOL OR DISTRICT: Bulkeley High School
Hartford, Connecticut

CASE NUMBER: I-A-2

TECHNIQUE: Principal and staff go out into community: Faculty tour

PURPOSE/REASON: To acquaint staff with students' home and cultural environment.

STRATEGIES AND ACTIVITIES:

- First faculty meeting of the year was a tour of the community on a bus.
- Tour was held the day before school opened.
- School nurse pointed out special areas in the community such as where families were overcrowded or lacked inside plumbing.
- Teachers got a community history lesson -- local landmarks, historical sites, etc., were pointed out.

RESULTS:

- Most teachers gained a new understanding of their students by seeing the environments in which they lived.
- Students and community members saw the teachers as they toured the community.

RECOMMENDATIONS AND CONSIDERATIONS:

- Faculty bus tour should be publicized to take advantage of the public relations impact.

TIME SPAN: Once a year

SCHOOL OR DISTRICT: Doyle Elementary School
Doylestown, Pennsylvania

IDEAS AND VARIATIONS:

In Butts, Georgia the Butts Association of Educators sponsors a bus tour of the county to acquaint new teachers with the towns and precincts where students live.

TECHNIQUE: Principal and staff go out into community: Joining community groups

PURPOSE/REASON: To acquaint parents and the community with the role of the school.

STRATEGIES AND ACTIVITIES:

Principal explained the school's role to parents and community members by:

- Joining community service organizations.
- Letting it be known that he was available as a speaker or panelist for service clubs or other groups.
- Encouraging staff members to be active in community affairs.
- Involving himself in the programs of parent groups.
- Offering the services of his office to help arrange the year's programs for PTA.
- Urging teachers to work with parent groups.
- Accepting every invitation to speak to parent groups.

RESULTS:

- Good communications made the principal's job easier.
- A better understanding of the school's function by the community led to more cooperation.

RECOMMENDATIONS AND CONSIDERATIONS:

- A principal must budget his time for such activities to make sure they aren't pushed aside.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Eastern Hills High School
5701 Shelton
Fort Worth, Texas 76112

TECHNIQUE: Principal and staff go out into community: Piloting a new magnet high school

PURPOSE/REASON: To get total community support in equalizing minority enrollments at high school level.

STRATEGIES AND ACTIVITIES:

- A committee of staff, community and students studied alternatives for equalizing minority enrollments among 6 high schools in the district.
- A voluntary integration program was started by creating a magnet school (This included an innovative program of study and excellent volunteer staff).
- Ravenswood, the school chosen for the new program, was the high school with the highest black enrollment: 95 percent.
- School administrators held more than 100 community meetings, plus surveyed the community to find out public opinion on the issues, and find supporters.
- A hotline was set up to answer questions about the magnet program.
- The other 5 high schools were also improved.

RESULTS:

- In one year, the black enrollment at Ravenswood became 46.2 percent of total, very close to the targeted 40 percent.
- About 1,400 students were involved in the voluntary cross transfer.

RECOMMENDATIONS AND CONSIDERATIONS:

- The plan was loudly opposed by a group called "Parents for Neighborhood Schools."
- Initially, the school board had voted to switch to a mandatory plan if the voluntary one failed. This decision was later reversed, but very few students switched back to their former schools.

TIME SPAN: Two years

SCHOOL OR DISTRICT: Sequoia Union High School District
Redwood City, California

IDEAS AND VARIATIONS: In the Dallas Independent School District, Dallas, Texas, the Director of the new Magnet formed a Community Advisory Committee, made up of specialists in whatever career field (DISD has several magnets, according to career fields) applied to that school. That committee assisted in curriculum planning, volunteer recruitment, student recruitment, plus actual funding by area businesses for school needs such as special equipment, expert speakers, on-site career exploration, etc.

CASE NUMBER: I-A-5

TECHNIQUE: Principal and staff go out into community: Introducing new programs

PURPOSE/REASON: To inform the public and develop support for a non-traditional program.

STRATEGIES AND ACTIVITIES:

- Because the physical design and the school program were "different", the principal followed these guidelines:
  - Introduced good ideas, with positive tone.
  - Involved staff members in deciding which ideas were good. (No idea would work without commitment from some staff members, it was thought.)
  - Did not give the program a name, for that name could serve as a handle for enemies or non-supporters.
  - First informed parents and students, the main people directly affected by the new program. (The program's purpose was described in terms of how it would help students learn better.)
- Constantly evaluated the outcomes of the program and changed things that did not work well.

RESULTS:

- After 5 years of operation, the school and its program were still well accepted by the community.
- The program is not generally considered to be controversial now.
- Students and parents support the school.

RECOMMENDATIONS AND CONSIDERATIONS:

- Don't begin a new program with excessive fanfare and many promises.
- Renouncing traditional programs will alarm the community.
- Do not be defensive. Admit mistakes and ask for help.
- Reports from the principal should agree with student and staff reports to the community.
- No amount of public relations will convince parents that a poor program is good.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Parkway North Senior High School
Creve Coeur, Missouri

CASE NUMBER: I-A-6

TECHNIQUE: Principal and staff go out into community: Anticipating new students

PURPOSE/REASON: To assure that all parents, children and staff connected with sending or "feeder" schools, know what to expect at the next school that a child will attend (the receiving school).

STRATEGIES AND ACTIVITIES:

- The school liaison scheduled meetings in all feeder schools with their principals, counselors, parent ombudsmen and parent advisors.
- The staffs in all feeder schools assumed responsibility for transmitting information to their students and parents.
- Counselors in feeder schools began work-ups on students who would attend the receiving school the next year. (First attention was paid to students who would have adjustment situations, academically or some other way.)
- The receiving school's liaison served as a catalyst in promoting community awareness of all concerned neighborhoods, so that questions could be answered before they became problems.

RESULTS:

- The feeder school staffs became aware of the needs their students would soon have.
- The feeder schools' parents became aware of the new school, and what their children might expect (and what would be expected of their children).
- Students and parents were exposed to some different life styles (from one neighborhood to another) in a controlled setting, where questions could be answered constructively.
- There was a communications precedent set up between the staffs of various feeder and receiving schools.

RECOMMENDATIONS AND CONSIDERATIONS:

- Discuss the positives about the receiving school, and listen carefully for all negatives coming from the community. Some "negatives" are based on misinformation, and can be righted at a single meeting (halting rumors, too).
- Attempt to recognize individual differences among communities, so that actions can be taken to heighten positive qualities, avoid unnecessary frictions.
- Be sure that classroom teachers in all schools know past and present student goals, so that teacher efforts may be consistent or logically follow.
- Make sure that all levels of staff are included in planning the transition: counselors, teachers, ombudsmen, principals, instructional leaders, etc.

TIME SPAN: In spring, in anticipation of new arrivals in the fall, each year.

SCHOOL OR DISTRICT: S. S. Conner Elementary School
Dallas Independent School District
Dallas, Texas 75204

IDEAS AND VARIATIONS: Another DISD school, David G. Burnet, held night meetings in the community, to assure that working parents from feeder schools would be informed about their children's next new school.

CASE NUMBER: I-B-1

TECHNIQUE: Involve students: "CHAT" (Children Having A Turn)

PURPOSE/REASON: To give students an opportunity to exchange ideas with principal.

STRATEGIES AND ACTIVITIES:

- Set aside one hour a week to listen to student questions, concerns and suggestions.
- First 10 students to sign up on the CHAT sheet posted outside the office got to attend.
- Form student advisory committees for academic and administrative purposes.
- Schedule yourself in the building and halls so you can talk to students between classes.
- Visit each class briefly and make it a point to praise some of the children in the class.

RESULTS:

- Principal said, "It's a great technique for reminding yourself that schools are for kids."
- It gave every student a chance to be heard.
- Informed students helped keep parents informed. "The most important PR agents any school has are its students."

RECOMMENDATIONS AND CONSIDERATIONS:

- Principal must be certain to allow time in his schedule for this activity each week.
- Do not allow some other activity to take priority over this activity as this is very important to the students.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: University Hills Elementary School
Rochester, Michigan

CASE NUMBER: I-B-2

TECHNIQUE: Involve students: Principal/Student "Lunch Bunches"

PURPOSE/REASON: To improve communications between the school principal and the students.

STRATEGIES AND ACTIVITIES:

- Principal scheduled twice-weekly "Lunch Bunches" with the students.
- Four or five students ate lunch with her in a small conference room.
- Conversation was informal, friendly and personal.

RESULTS:

- Students learned that the principal was human.
- The lunches made students feel important.
- Parental reaction was enthusiastic.
- The principal got to know students on a first-name basis, and felt her image was improved with students.

RECOMMENDATIONS AND CONSIDERATIONS:

- In a larger school, the principal probably wouldn't have time to do this twice a week.
- A principal might need to use a slightly different approach with high school students.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Cerritos, California

CASE NUMBER: I-B-3

TECHNIQUE: Involve students: "Troy Pipeline Committee"

PURPOSE/REASON: To increase communication with the community and build more community interest and concern.

STRATEGIES AND ACTIVITIES:

- The "Troy Pipeline Committee" was made up of 12 students, six community advisers, an assistant principal and a communication aide.
- Students were coached by a speech teacher and received course credit for presentations to various groups.
- "Student Speak Teams" spoke to parents of incoming freshmen, student groups and administrators at other schools and PTA groups.
- Student speakers held weekly programs for incoming freshmen and provided orientation for new students.
- The group started a "good neighbor policy" which meant ringing doorbells, offering to answer questions about the school and leaving information sheets.

RESULTS:

- "Created good feelings between the young people and the over 30 set."
- Increased community support of school in terms of the number of community volunteers.
- Got students involved in many school/community activities.

RECOMMENDATIONS AND CONSIDERATIONS:

- The Pipeline was student-inspired and student-managed. However, any principal could start a similar operation in his or her school.
- It involved a lot of work on the part of the students. Pipeline members met a least once a week to plan activities and they had numerous other work sessions.
- Some adult input was helpful. Adult committee members met with students monthly and as needed.

TIME SPAN: Ongoing, since 1971

SCHOOL OR DISTRICT: Troy High School
Fullerton, California

CASE NUMBER: I-B-4

TECHNIQUE: Involve students: "Getting to Know You" Orientation

PURPOSE/REASON: To eliminate some of the doubts and fears of parents and students going to a new school, to present the programs of the public schools and develop confidence in public education.

STRATEGIES AND ACTIVITIES:

- Prepare member of the Student Advisory Committee to speak at feeder schools.
- Take Student Advisory Committee members to feeder schools to speak.
- Use handouts to invite students to attend new school's activities.
- Send notices to parents inviting them to participate.
- Prepare and show a slide presentation about the receiving school.
- Schedule field trip to receiving school for prospective students.

RESULTS:

- Many parents' fears were eliminated or minimized.
- Questions were answered for both students and parents.
- The school's interest in their children was made manifest.
- More children enrolled in public school the following year instead of private school.

RECOMMENDATIONS AND CONSIDERATIONS:

- This is an important prerequisite to building good rapport between the school, the students and the parents.

TIME SPAN: Approximately twelve weeks preparation and presentation time.

SCHOOL OR DISTRICT: Sudie L. Williams Elementary School
Dallas Independent School District
Dallas, Texas 75204

IDEAS AND VARIATIONS: Similar programs were used in most receiving schools in the Dallas Independent School District.

CASE NUMBER: I-B-5

TECHNIQUE: Involve students: Student-operated store

PURPOSE/REASON: To generate interest and skills in business operation, and to earn income for the school student fund.

STRATEGIES AND ACTIVITIES:

- The entire project was done in cooperation with the Chamber of Commerce and Business students in Southern Methodist University.
- The student store is located in the school building, in view of those entering.
- The store is organized and staffed by students from grades 4-6.
- Promotional and advertising ideas and displays are supplied by students. (Implementing the ideas may need the help of teachers!)
- The store is stocked with school supplies, purchased from business sources in the community.

RESULTS:

- Intelligent spending was engendered: students bought school supplies instead of candies and confections.
- Students learned about free enterprise, and also got experience in the value of courtesy when serving the public.
- The profits benefitted all students in the school.
- Parents were delighted in the improved buying habits of their children.
- Assures that basic supplies are available to students daily.
- Businesses that supplied merchandise were made aware of the school.
- University students were good models and also learned a lot by setting up a business "from scratch."

RECOMMENDATIONS AND CONSIDERATIONS:

- Since the interest is high, students are more susceptible to guidance and acting on their best behavior; therefore involve as many students for as long as possible.

- Some initial planning and guidelines might be proposed by staff and teachers, so that learning experiences can be maximized.

TIME SPAN: Four months

SCHOOL OR DISTRICT: N. W. Harllee Elementary School
Dallas Independent School District
Dallas, Texas 75204

IDEAS AND VARIATIONS: Many schools operate this type of program throughout the school year, although they may not have such excellent and direct assistance from the community.

CASE NUMBER: I-B-6

TECHNIQUE: Involve students: "900 P/R people"

PURPOSE/REASON: To enlist students in distribution of school newsletters and in spreading positive "vibrations" about the school in the community.

STRATEGIES AND ACTIVITIES:

- Relative to newsletter distribution:
  - A random drawing is made of two students' (from different grades) phone numbers. Their parents are called, to see if the newsletter reached home. If it did, the students are rewarded with a prize, some attention, and a mention in the month's issue of the paper.
  - A list of the community's key communicators is also sent the newspaper, regardless of whether or not they have children in the school.

- Relative to spreading goodwill and positive feelings:
  - Casual movies are made of the children in the halls, lunchroom, classrooms, playground, bus, parties, etc., and parents are invited at various open houses and school visits to see the films.
  - The community liaison is always present when the students are given prizes and awards for newspaper delivery, and other honors.
  - "Happy Grams" and "Fuzzy Grams" are encouraged. The community liaison distributes "grams" to teachers very freely, reminding to use them.

RESULTS:

- Important information has been dispersed and received by parents and key people in the community.
- The small victories of the children create a positive and even fun atmosphere in the school.
- Parents love seeing their children in films, doing things around the school. (It seems to be a "bonus" that someone cared enough to film the happenings.)

RECOMMENDATIONS AND CONSIDERATIONS:

- It is ideal to have some sponsoring group or adoptor furnish the student's prizes, whether it's PTA, a local business, church, etc.
- Faculty need continual reminding of the values received from the "extra touches" that teachers can provide.

TIME SPAN: Throughout the school year

SCHOOL OR DISTRICT: George W. Truett Elementary
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: I-B-7

TECHNIQUE: Involve students: Student/Faculty Day

PURPOSE/REASON: To give students a learning experience on job applications and on the duties connected with running a school.

STRATEGIES AND ACTIVITIES:

- Make a list of all "jobs" available.
- Make a job application form.
- Set aside specific times for students to apply for jobs.
- Screen applicants; conduct interviews.
- Involve as many students as possible.
- Students are assigned to jobs of every kind in the school, from principal to bus monitors.

RESULTS:

- Students learn to fill out forms.
- At least 50% of the students experienced leadership activities.
- Students experienced some of the preparations required by school staff, and got into the realm of "responsibility".
- Students became more aware of the necessity of getting an education: to help them learn how to cope with jobs, forms, duties, etc.

RECOMMENDATIONS AND CONSIDERATIONS:

- All students were not able to participate; perhaps a secondary type of involvement can be devised for those who do not take leadership positions.
- Have all plans worked out on paper before presenting the program to the school staff.
- Be very positive in staff presentation: suggest several ways that students can be involved and participate.
- This school has 50% bused-in children: the experience of new mutual goals was a positive ingredient in the students' (grades 4-6) relationships.

TIME SPAN: One day in the school year

SCHOOL OR DISTRICT: Rufus C. Burleson Elementary School
Dallas Independent School District
Dallas, Texas 75204

TECHNIQUE: Involve students: Field interviews

PURPOSE/REASON: To enrich students' awareness of women's contributions to American history by live interviews with women who were present during historic times.

STRATEGIES AND ACTIVITIES:

- Students in Social Studies and Home Economics classes (High School level) examine textbook treatments of women in American history.
- Students seek out supplemental materials not available in the school library.
- Interviews are arranged between students and women who lived during World War I and World War II eras.

RESULTS:

- This type of assignment produced not only academic rewards, but great personal satisfaction on the part of the students.
- Women who were interviewed saw the seriousness of students, truly trying to understand women's roles. It was a "plus" for the school system.
- Objectivity regarding women and their contributions to history was more readily obtained, when personal experiences could balance with some textbook's inadequacies.

RECOMMENDATIONS AND CONSIDERATIONS:

- Boys and girls participated in this assignment.
- A substantial number of supplementary materials should be gathered before introduction of the unit.
- It is ideal to have students write out an introduction or rationale, to be given out to an interviewee before she agrees to be interviewed.
- A combination of tapes, notes, and film can be used to record the "session."

TIME SPAN: Approximately six weeks

SCHOOL OR DISTRICT: Dallas Independent School District High Schools
3700 Ross Avenue
Dallas, Texas 75204

IDEAS AND VARIATIONS: This is applicable to any sub-group: Indians, Blacks, religious sects, senior citizens, other national affiliations, etc.

TECHNIQUE: Involve students: Cultural food exchange

PURPOSE/REASON: To have students share a positive, cross-cultural experience.

STRATEGIES AND ACTIVITIES:

- Students were asked to bring a culturally-typical dish of food, prepared (and maybe researched) by the students themselves.
- The student could choose a food representative of his/her own culture, or make something that interested him/her from another group.
- A time was set aside during class to arrange all foods attractively on a single "buffet" table.
- Students explained the food, its origin, its backgrounds, etc., and then each student got to sample each dish.
- Some students brought along a parent or friend from the group or country to help explain, or enlighten the class by answering questions.
- Paper plates, eating utensils, and drinks were supplied by the teacher.

RESULTS:

- Students "got into" the situation more easily, since they relate to food and eating so well!
- Students (and faculty and guests) learned about specific cultural habits and foods. (They may even seek out commercial eating establishments featuring such a food type, if the experience was new and pleasant.)
- Some barriers that exist between groups who know little of each other seemed to break down under the social circumstances created at a "meal."
- Recipes were exchanged by interested parties.
- Some adults, who might not otherwise visit the school, felt comfortable arriving on this day, to help supervise the serving of "their" dish.

RECOMMENDATIONS AND CONSIDERATIONS:

- It is ideal if the "menu" can be balanced between main foods and desserts.
- A school fund may be available to help supply eating utensils, etc.
- A "thank-you" from the class to helpful adults who assisted is a nice follow-up.

TIME SPAN: One day

SCHOOL OR DISTRICT: North Dallas High School (and others)
Dallas Independent School District
Dallas, Texas 75204

IDEAS AND VARIATIONS: Some schools have featured a single cultural "feed" in the evening, inviting parents to attend.

TECHNIQUE: Involve students: Reducing vandalism

PURPOSE/REASON: To have students benefit from a reduced rate of vandalism losses.

STRATEGIES AND ACTIVITIES:

- The district set up a vandalism "depletion allowance."
- Each school received a special budget allocation of $1 per student.
- The money was kept in a special fund until the end of a reporting period.
- The cost of vandalism in each school was subtracted from the school's "allowance", with the remaining funds going directly to the school to be used for students or school purposes.
- The students were made aware of the arrangement from the beginning; a special student committee determined what the "earned" money would buy.

RESULTS:

- Vandalism costs declined without increasing the district's staff or budget.
- During the first period, the schools received more than $10,000 of the $13,000 fund.
- More of the student vandals were identified.

RECOMMENDATIONS AND CONSIDERATIONS:

- Expenses for normal wear or for after-school vandalism should not be deducted from the account.
- Give the program a lot of publicity among students, parents and the community.
- Assign responsibility for record-keeping to a district coordinator.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: South San Francisco Unified School District
San Francisco, California

TECHNIQUE: Use Community Resources: Alternative credit programs

PURPOSE/REASON: To eliminate dropouts by utilizing alternative programs available in the community.

STRATEGIES AND ACTIVITIES:

- 200 high school students in an alternative program used community resources in a variety of ways to earn high school credits.
- Career education emphasis placed students in internships for firsthand experience.
- Students had to fulfill a community service requirement to graduate.
- Each student had a counseling team to coordinate his or her individual program. Team was made up of student, one or both parents, a teacher and often a community volunteer.

RESULTS:

- It was a successful alternative for many students who would have rejected regular high school.
- Parents noticed a new sense of independence and self-discipline in their teenagers.
- Students benefitted from smaller classes, more flexibility in scheduling and more individual attention.
- Students gained a real understanding of their community and provided needed services for the community.

RECOMMENDATIONS AND CONSIDERATIONS:

- Federal funds paid for a full-time community service director.
- Student interests were carefully matched with community needs in the service projects. Every student had a scheduled commitment to his or her project.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Alternative Program, State College Area School District
College Heights School, State College, Pennsylvania

IDEAS AND VARIATIONS: The Parkway Program is a high school without walls in Philadelphia. All of the community serves as classrooms -- courses can be taught almost anywhere. Students are chosen by random lottery from applicants from all eight districts in the city.

TECHNIQUE: Use Community Resources: "Project Goal"

PURPOSE/REASON: To increase the contact between school and community and to broaden students' concept of city government organizations and agencies.

STRATEGIES AND ACTIVITIES:

- Project Goal was a cooperative effort between an elementary school and several city organizations and agencies.
- 280 fifth and sixth grade students were given access to such facilities as research laboratories, a science museum and planetarium and a pollution control center.
- With the cooperation of city government, students interviewed city officials to find out about their jobs.
- Community service section -- students held a public service job for a brief period of time.

RESULTS:

- "One of the most varied open classroom teaching situations in existence."
- Students learned to apply principles to actual situations.
- The project created more contact between the school and community.
- Students did things that test scores said they were not capable of doing.

RECOMMENDATIONS AND CONSIDERATIONS:

- Students in Project Goal were not hand-picked -- the group included slow learners and children with behavior problems.
- All of these facilities are, of course, not available in rural areas.
- A cooperative program between the school and the science museum had preceded this project, so the ground had already been broken.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Longstreth Elementary School
Philadelphia, Pennsylvania

IDEAS AND VARIATIONS: High school seniors in Dutchess County, New York can take a one semester course in local government which requires attendance at sessions of the county legislature, at committee meetings and at public hearings and various other county government activities.

TECHNIQUE: Use Community Resources: Local businesses

PURPOSE/REASON: To increase association with and appreciation of local businesses by students.

STRATEGIES AND ACTIVITIES:

- Sixth graders visited local businesses one at a time rather than in a group.
- Each student spent a morning at a business that he or she may have heard of, but knew nothing about.
- 28 local businesses cooperated.
- Students wrote a report on their visits and gave informal oral reports.

RESULTS:

- Both students and businessmen benefitted from the visits according to questionnaires filled out by both groups.
- "Well-mannered", "intelligent questions" and "well-behaved" appeared over and over on the businessmen's evaluation of students.

RECOMMENDATIONS AND CONSIDERATIONS:

- These "one person at a time" visits may be easier to schedule with local businessmen than group visits.

TIME SPAN: One month

SCHOOL OR DISTRICT: Troy, New York

TECHNIQUE: Use Community Resources: Local newspapers

PURPOSE/REASON: To improve the self-image of students through exposure in the local press and to disseminate information about the school throughout the community.

STRATEGIES AND ACTIVITIES:

- Kept a good camera and high contrast black and white film at hand. (also flash equipment)
- Took photos of each occasion of significance.
- Had photos developed promptly on glossy paper to obtain best newspaper results.
- Made certain newspaper had photos and story ahead of its deadline.
- Concentrated on local weekly papers and hoped to hit a major paper on special occasions.
- Also displayed prints on school bulletin board.

RESULTS:

- Students are inspired by seeing pictures and names in "the paper" and on the bulletin board.
- The community is constantly reminded of the 'happenings' in the school.
- Newspapers were delighted to receive the pictures and stories about the school.
- Community interest and involvement increased as people became better informed about the school and activities.

RECOMMENDATIONS AND CONSIDERATIONS:

- Do not use color prints because they do not reproduce well for newsprint.
- Practice a little bit with your camera to become acquainted with its capabilities.
- Plan the shots to be taken if the event is planned ahead of time.
- Keep the articles you write short, to the point, snappy and be sure to use as many names as possible without becoming too cumbersome.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Julius Dorsey Elementary School
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: I-C-5

TECHNIQUE: Use Community Resources: "Spread the Word"

PURPOSE/REASON: To develop a total approach to news coverage about the school.

STRATEGIES AND ACTIVITIES:

- Get news stories from: 1) Teachers and staff; 2) Parents; 3) Feeder schools; 4) Adoptors; 5) Business, religious and civic organizations; 6) others.
- Disseminate information in several ways:
  Telephone TV stations to give coverage.
  Invite official district photographer to take pictures.
  Telephone radio stations for announcements or send "news releases" by mail.
  Send news items, typed in proper form, to Communication Department to be released.

RESULTS:

- Write-ups in District publications.
- Use of articles in local weekly publications.
- Coverage in feeder school areas.
- Occasional articles picked up in daily papers.
- Cooperation from TV and Radio media resources.

RECOMMENDATIONS AND CONSIDERATIONS:

- Exhibit all printed news items and pictures where the children can see them.
- Keep file of all items used by all media for future reference.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: George W. Truett Elementary School
Dallas Independent School District
Dallas, Texas 75204

TECHNIQUE: Use Community Resources: Field Trips

PURPOSE/REASON: To strengthen relations between community resources, school and students.

STRATEGIES AND ACTIVITIES:

- Correlate field trip with subject area; Science-Planetarium; Social Studies - Museum; etc.
- Pre-arrange with place to be visited. Be sure your planned visit agrees with the schedule of the resource to be visited.
- Arrange and schedule transportation.
- Be certain the students are prepared and informed to accomplish the most learning during the visit.
- Arrange for adequate supervision of students during trip.
- Contact administrator of the resource to be sure he, or she, is aware of the desire to strengthen the relationship of the resource with the school.

RESULTS:

- Resulted in a better understanding and appreciation of the community and its resources.
- Value of the trip was well worth the time involved.
- Each trip was evaluated by the students.
- Trips served to clarify and give reality to concepts being developed.
- Recruitment of parent and community volunteers was made possible as a result of field trip involvement.
- In-class extension services: People from the visited resources made class visits bringing interesting articles and displays.

RECOMMENDATIONS AND CONSIDERATIONS:

- Have students write letter of appreciation to places visited.

TIME SPAN: Ongoing during school year

SCHOOL OR DISTRICT: Rylie Intermediate School
Dallas Independent School District
Dallas, Texas 75204

TECHNIQUE: Use Community Resources: Libraries

PURPOSE/REASON: To encourage children to read and to acquaint them with the available public library facilities.

STRATEGIES AND ACTIVITIES:

- Arrange for a community librarian to come to the school to take applications for library cards.
- Arrange with the public library for children who do not have a library card to obtain one.
- Request books in Spanish be available at the library if students would be more comfortable reading Spanish.
- Sponsor reading contest to encourage children to read as many books as they can during the summer.

RESULTS:

- Each child in the school was able to have a library card.
- Attention was focused on reading during the summer.
- Provided an incentive for children to read more extensively.
- Informed the children of a form of entertainment to be found in their local library.
- Let the children know teachers care that they read, even in summer.

RECOMMENDATIONS AND CONSIDERATIONS:

- It may be necessary to coordinate with the library in establishing Bookmobile Schedules to best serve the community concerned.

TIME SPAN: Approximately six weeks of school time plus the summer.

SCHOOL OR DISTRICT: Preston Hollow Elementary School
Dallas Independent School District
Dallas, Texas 75204

TECHNIQUE: Use Community Resources: Local TV station

PURPOSE/REASON: To obtain the type of positive publicity that "features" on TV provide to the community, and thereby to recruit more volunteers.

STRATEGIES AND ACTIVITIES:

- Following the opening of school, and the start-up of volunteer activities, three volunteers were chosen to represent the spectrum of volunteer sources: one represented parent volunteers, one was from the business that had adopted the school, and the other was a volunteer from the near-by adopting church.
- As this was a year of new desegregation, and this school had children bused in from two feeder schools of different socio-economic and racial backgrounds, there was more interest in "how things were going."
- The school liaison contacted a local TV station, saying that should a need arise to film a school in action, this school would be available.
- The TV station did come out and interview the three selected volunteers, took some other footage of the school children in action, and aired the few minutes of coverage as part of the evening news show (around 6 p.m.)

RESULTS:

- Students, parents, faculty and the community saw evidence of a school working smoothly, with volunteer help contributing at all levels.
- Various businesses and churches made note of the fact that they, too, could become active (it was good P/R!) in the schools.
- More adults, seeing friends on TV, began to see themselves as possible volunteers.

RECOMMENDATIONS AND CONSIDERATIONS:

- You are at the "mercy" of the reporter, relative to the tone of the report.
- If your strong volunteer is a less-than-strong interviewee, the effect might not be as great as having someone discuss the program who is not camera-shy.
- It is ideal to ask the station to give you a re-print or video-tape of the coverage for your school's records, or for use on a school Open House.

TIME SPAN: One time (ideal, once per year)

SCHOOL OR DISTRICT: Sudie L. Williams Elementary School
Dallas Independent School District
Dallas, Texas 75204

TECHNIQUE: Use Community Resources: The community recreation center

PURPOSE/REASON: To involve parents and citizens in school awareness, regardless of whether or not they had children in public schools.

STRATEGIES AND ACTIVITIES:

- The head of the program planning services at the community center was contacted personally by phone, and told of the school district's interest.
- The contact man at the center (mostly recreational) sent out a letter to participants at the center, asking if they would like to have a tour of some public school facilities.
- Once reservations started to come in, the school liaison person contacted the proper people to arrange for transportation, greeting committees at each school, and several school administrators to answer questions in an informal setting after the tour.
- Printed materials were gathered together to be handed out in a packet to each participant on the tour, who also "signed in" on an attendance sheet.
- People were told to bring sack lunches (drinks would be supplied).
- Several school liaisons met at various schools during the course of the tour, to assist principals as they led participants through their schools and programs.
- At the last stop before the return, participants had their lunches, and met with top administrators to ask questions.

RESULTS:

- At least 45 people who might not have seen some district schools otherwise, got first-hand exposure to schools in action and met their principals.
- Many of the participants who doubted "official responsiveness" felt that school administrators went out of their way to answer questions and be helpful.
- All of the participants' names were placed on a school mailing list, to get more information about the schools.
- A follow-up thank-you note was sent to the recreation center's contact man; each of the participants received follow-up materials in the mail.
- Several mothers said they could consider putting their children back into a public school from a private school, after touring some of the schools.

RECOMMENDATIONS AND CONSIDERATIONS:

- It is ideal to have top administrators available to address these people.
- With reservations for tour seats, it is easier to estimate drinks and make other plans. (It is better to have reservations made at the center.)
- This tour also had a school board member along, which added to the power of the situation; the board member addressed the group in front of the principals, and also at the final question/answer session. The people on this tour were characteristically middle to upper/middle class men and women.
- "Word of mouth" filled up the tour bus. A second tour will be planned.

TIME SPAN: About 1 month of planning. Tour took from about 8 to 9 hours.

SCHOOL OR DISTRICT: Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

TECHNIQUE: Coffee Klatches: "Education Parties"

PURPOSE/REASON: To acquaint the community with the concept of team teaching.

STRATEGIES AND ACTIVITIES:

- "Education Parties" were held in homes to explain the concept of team teaching.
- Sets of color slides with taped narration were developed for use at the meetings.
- A group of 25 mothers was organized as "Team Mother Specialists" to work in teams with the teacher teams at the small group meetings.
- The team mothers also helped organize the home meetings.

RESULTS:

- Parents readily accepted the team teaching concept.
- Parents and teachers got better acquainted during these home meetings.
- Meetings in the home were more informal than school presentations.

RECOMMENDATIONS AND CONSIDERATIONS:

- At home meetings the participants should be given time to ask questions and express concerns.
- The school may want to pay for coffee and snacks.

TIME SPAN: One month

SCHOOL OR DISTRICT: Moreland Elementary School
Shaker Heights, Ohio

IDEAS AND VARIATIONS: Instead of having an open house, the Mark Twain Elementary School staff in Hartford, Connecticut arranged to have livingroom meetings in neighborhood homes. Twice as many people were reached in the three week period as were normally reached in an open house.

The principal of the Troy, N.Y. High School has a flexible arrangement for coffee klatches. Parents who have questions only have to call him to set a time and he will bring staff and audio-visuals to their homes for small group meetings.

TECHNIQUE: Coffee Klatches: For parents of new students

PURPOSE/REASON: To get to know the parents of entering seventh graders.

STRATEGIES AND ACTIVITIES:

- The principal sent a letter to parents to find out their preference for time (morning, evening) and place (school, home) of the meeting.
- He worked to get all parents involved in the meeting.
- Parents were asked to express their feelings on various topics beginning with easy issues and progressing to more complex ones.
- When parents disagreed on complex issues, the principal used this as a stepping stone to explain how difficult it is for school officials to resolve some problems.
- At the end of the meeting, the principal asked parents to have their sons and daughters introduce themselves to him in the next few days.

RESULTS:

- The most popular time for group meetings was in the evening at school.
- Parents discovered that all school problems can't be solved by common agreement, so it's important for them to keep informed.
- The coffee klatches helped to alleviate some of the anxiety parents tend to build up about school happenings.
- The principal was able to meet new students more quickly.

RECOMMENDATIONS AND CONSIDERATIONS:

- The group meetings were fairly easy to arrange.
- Forms sent home in advance to find out what topics parents are most interested in will make discussion easier.

TIME SPAN: One month

SCHOOL OR DISTRICT: Lenape Junior High School
Doylestown, Pennsylvania

CASE NUMBER: I-E-1

TECHNIQUE: Grassroots Feedback: A key communicator network

PURPOSE/REASON: To improve communications between the school, parents and the principal.

STRATEGIES AND ACTIVITIES:

- Key communicators are the people in the community who talk to a large number of people. They are not necessarily the highly visible community group leaders.
- Key communicators were identified by the school staff and by the staff of the feeder schools.
- The principal met with these parents to explain their role. They would be informed about everything that was happening at the school and they were to channel school questions from their neighborhood directly to the principal.
- Key communicators spent one full day in the school and were encouraged to visit at any time.
- The principal sometimes visited coffee parties set up by key communicators.

RESULTS:

- All of the parents who were invited to join the program did so.
- Key communicators helped to bridge the gap between the school and the home.
- More parents felt comfortable enough to call the principal with questions.

RECOMMENDATIONS AND CONSIDERATIONS:

- If more detailed information about setting up a key communicator network is desired, contact Dr. Don Bagin, Glassboro State College, New Jersey.
- The key communicator concept is often discussed in the context of a crisis, but this school proved that it works on a day-to-day basis.
- The program should be open to anyone in the community who wants to participate.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Robbinsdale Junior High School
Minneapolis, Minnesota

IDEAS AND VARIATIONS: In Rocky River, Ohio the key communicator network operates throughout the entire community. The city's barbers, realtors, ministers and so forth are invited in small groups into the school.

TECHNIQUE: Grassroots Feedback: Parkway Pacesetters

PURPOSE/REASON: To have volunteers serve as liaisons between their neighbors and the neighborhood school, the central administration and the Board of Education.

STRATEGIES AND ACTIVITIES:

- There are about 1500 block captains in the district plus about 60 people who serve as organizers in various areas.
- An Elementary school Pacesetter is assigned a block of about 15 homes and is responsible for three deliveries of materials, as well as a brief contact at the beginning of the school year with each home.
- Secondary school Pacesetters cover shopping centers and contacts with merchants. They also assist in other areas as needed.

RESULTS:

- Established a year-round system of communications with all residents.
- Helped to form a more closely knit community.
- Pacesetters have "become recognized as a well-organized, dynamic group performing a unique service to the community."
- Pacesetters are alert to the changing needs of the community.

RECOMMENDATIONS AND CONSIDERATIONS:

- It took about four years for the organization to become fully operative in all parts of the district.
- The group had to overcome problems of size, the mobility of the population, the number of subdivisions and municipalities involved and sparsely populated areas.
- The program requires a huge organizational structure.
- The program must have some dynamic volunteer leaders. (The impetus to form the Pacesetters came from a Public Relations Advisory Committee).
- Requires excellent cooperation between each school chairman and her principal.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Parkway School District
Chesterfield, Missouri

CASE NUMBER: I-E-3

TECHNIQUE: Grassroots Feedback: Neighborhood Representatives

PURPOSE/REASON: To develop 2-way Community/School communications through Neighborhood Representatives.

STRATEGIES AND ACTIVITIES:

- Selected ombudsmen or neighborhood representatives to serve as channels through which community members could direct questions about the school.
- School staff disseminated information through neighborhood representatives and got feedback from community.
- Group was made up of three sets of parents from each of the three areas in the school attendance zones.
- Met at least monthly with the principal and school staff.
- Had access to any school personnel to get answers to questions that other parents asked.
- Principal sent written notices to parents and set up evening coffees to acquaint the community with the program.

RESULTS:

- Provided a personal means of communication between the school and the community.
- Gave parents a specific non-school contact who could answer their questions.
- At first there was no overwhelming response to the service.

RECOMMENDATIONS AND CONSIDERATIONS:

- After a year, the group changed their name from Ombudsmen to Neighborhood Representatives because they thought it was a clearer description of the services.
- These kinds of programs must be well-publicized in order to get community members to take advantage of them.

TIME SPAN: Ongoing, since 1973

SCHOOL OR DISTRICT: Bedford Junior High School
170 Riverside Avenue
Westport, Connecticut 06880

CASE NUMBER: I-E-4

TECHNIQUE: Grassroots Feedback: Dialogue volunteer groups

PURPOSE/REASON: To begin 2-way communications between parents, citizens and schools.

STRATEGIES AND ACTIVITIES:

- Dialogue Volunteer Groups are formed of three people: a parent, a non-parent, and the third selected by the first two.
- Principal should meet with the groups to explain the school in detail. Involve the school staff.
- Ask them to keep you alerted to school CSPs (concerns, suggestions and praises) in their neighborhoods.
- Ask them if they are willing to talk to others about the school.
- Publicize their names -- invite community members to call you, a staff member or a Dialogue Volunteer.

RESULTS:

- Dialogue will grow into a core of support for you and your school.
- It will give the community members more school information.
- It will serve as another channel of information for you.
- It will help you monitor communication strengths and weaknesses.

RECOMMENDATIONS AND CONSIDERATIONS:

- Make all Dialogue calls a priority.
- Log the nature of each call and review the list monthly.
- Meet with Dialogue Volunteers regularly to give them new information and discuss what community members need to know.
- Let Dialogue grow. Work toward a program of Dialogue Volunteers in all neighborhoods.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: The idea came from the March 1975 issue of Trends, a National School Public Relations Association Newsletter.

CASE NUMBER: I-F-1

TECHNIQUE: Telephone Use: "Phone-A-Parent"

PURPOSE/REASON: To place "Good News" calls to parents each day, throughout the district.

STRATEGIES AND ACTIVITIES:

- School administrators gained the cooperation of the teacher's association, building principals and others who might make calls.
- Had extra phone lines installed to handle the increased loads.
- Developed a few guidelines for calls: begin by asking the parent if the call is at a convenient time; end with an invitation to visit the school.
- Kept a log of parent calls to check the effectiveness of the program.

RESULTS:

- Parents were at first shocked to find out the call from the school wasn't bad news. After the initial surprise, they were delighted.
- Students were proud when their parents received "good news" calls from the school.
- Parents developed more positive feelings toward the school.

RECOMMENDATIONS AND CONSIDERATIONS:

- Imposing an administrative decree on teachers won't make the program work. It must be a joint effort.
- Teachers need some privacy to make calls.
- Phone calls should be limited to a few minutes.
- Teachers must have some time to make calls -- like teacher preparation time.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Bellingham School District, P.O. Box 878
Bellingham, Washington 98225

IDEAS AND VARIATIONS: In her "accentuate the positive" campaign, Bonnie J. Thompson, principal of the John Muir Junior High School in San Jose, California calls three different parents each day just to chat.

CASE NUMBER: I-F-2

TECHNIQUE: Telephone Use: Principal's Hotline

PURPOSE/REASON: To extend communications opportunities to parents who could not reach the Principal during regular business hours.

STRATEGIES AND ACTIVITIES:

- The principal set aside one hour one night a week to receive calls from parents in her home.
- She publicized the time and day by sending notes to all parents.
- She said in her note, "If you don't call me, I'll probably call you."
- She chatted with parents about the school and their children.

RESULTS:

- An average of five parents per night called the principal.
- She didn't get a single negative response from parents.
- The principal called it "one of the most exciting projects I've undertaken as a principal."
- The 'hotline' gave parents a direct line to the principal.

RECOMMENDATIONS AND CONSIDERATIONS:

- A principal might want to do this during school time.
- Calls should be limited to a few minutes so a number of parents can call.
- A log should be kept of calls to keep up with parental concerns.

TIME SPAN: Seven Weeks

SCHOOL OR DISTRICT: Diggs Intermediate School
Winston-Salem, North Carolina

IDEAS AND VARIATIONS: Beverly A. Mattox, Assistant Principal at Greenbriar West Elementary School in Fairfax, Virginia operates an ongoing hotline for one hour a week. Periodically, with advance notice to parents, other support service personnel answer the calls.

CASE NUMBER: I-F-3

TECHNIQUE: Telephone Use: "Dial-A-Message"

PURPOSE/REASON: To inform the public on a daily, 24-hour basis, about school happenings.

STRATEGIES AND ACTIVITIES:

- A recorded two-minute message about what's happening in the school was available 24 hours a day, seven days a week.
- The service was installed by the phone company.
- The assistant principal recorded a message daily and as needed in between.

RESULTS:

- The service was well used by parents and community members.
- Parents appreciated the information availability.
- It freed a secretary from having to look up the answer to the same questions over and over.

RECOMMENDATIONS AND CONSIDERATIONS:

- A large number of such devices are available from the phone company. The PTA paid $20 a month for this service.
- The device could be installed on a special well-publicized line to handle calls during emergency situations like bad weather.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Roosevelt High School
San Antonio, Texas

IDEAS AND VARIATIONS: At Fisher Junior High School in Ewing Township, New Jersey the caller has a chance, at the end of the recorded message, to ask questions or check out rumors. General questions are answered on the new tape the following week and specific questions are answered personally.
At Miffin Junior High School in Columbus, Ohio there is a nightly "Homework Lesson Hotline". The service was requested by parents.

CASE NUMBER: I-G-1

TECHNIQUE: Home Visits: "New family" orientation

PURPOSE/REASON: To welcome new families to the school community.

STRATEGIES AND ACTIVITIES:

- Set up a 'new family' orientation program.
- The guidance counselor, or parent volunteer, visited new families that moved into the area during the summer and throughout the year.
- The principal visited some new families during the summer months.
- New students were introduced to other neighborhood children and given a tour of the school.
- Printed information about the school was provided for new families.
- A 'new family orientation meeting' was scheduled at the school at the beginning of the school year.
- New families received special invitations from the principal to attend various school events.

RESULTS:

- Gave new students and parents a positive first impression of the school.
- New parents were more likely to be school supporters because they had so much information about the school.
- Established a personal link with new students and with their parents.

RECOMMENDATIONS AND CONSIDERATIONS:

- Have new families evaluate the orientation program to see how helpful it is and what other kinds of information might need to be included in the program.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Norris Elementary School
12424 Weir Street
Omaha, Nebraska 68137

CASE NUMBER: I-G-2

TECHNIQUE: Home Visits: Kindergarten teachers

PURPOSE/REASON: To allow a teacher to become acquainted firsthand with each student's parents and home environment.

STRATEGIES AND ACTIVITIES:

- A kindergarten teacher visited the home of nearly every child in his class.
- He visited from 8:00 A.M. to as late as 8:30 P.M. in order to catch working parents at home.
- He preceded each visit with a letter asking which half of the day would be most convenient for his visit.
- The parents set times for him to visit.

RESULTS:

- A much higher parent attendance at the next group parent/teacher conferences.
- The teacher gained a better understanding of his students.
- The teacher became more demanding with some students to make up for poor home environments.
- The students appreciated the visits.

RECOMMENDATIONS AND CONSIDERATIONS:

- A principal can only encourage such visits -- he cannot require them.
- Teachers must be willing to give up some of their free time for such visits.
- Home visits might be more awkward for older students.
- High school teachers can't visit the homes of all of their students.
- Visits should be fairly short and the teacher should dress casually for them.

TIME SPAN: One month

SCHOOL OR DISTRICT: Green Bay, Wisconsin

CASE NUMBER: I-G-3

TECHNIQUE: Home Visits: Welcome Wagon

PURPOSE/REASON: To make the new parents to the community feel welcome and to create a desire in them to become involved with the school.

STRATEGIES AND ACTIVITIES:

- Call or send letter of your desire to visit.
- Determine facts about students not always on records.
- Help students and parents with transitional period.
- Give parents an opportunity to know school staff and ask questions.
- Answer parent's questions or direct them to proper source.
- Take along a school brochure, school calendar and application for volunteers.
- Keep file card on each visit.
- Try to set aside at least two days per week for newcomer visits.

RESULTS:

- Makes parents and students feel more comfortable in new school setting.
- Helps school staff better understand the new student.
- Gives parents an opportunity to meet school personnel when there is no problem.
- Outlines the school program so parents are aware of what is expected of them and their child.

RECOMMENDATIONS AND CONSIDERATIONS:

- If possible call before making a visit.
- Make sure the parent knows that the visit is just a welcome call.
- Time visits to be convenient to the parents.
- If a personal visit is not possible, a telephone call is in order.
- It is not always possible to visit all new students.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Rufus C. Burleson Elementary School
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: I-H-1

TECHNIQUE: Parent Workshops: In a bilingual setting

PURPOSE/REASON: To open communications between parents and school where a second language is spoken in the home.

STRATEGIES AND ACTIVITIES:

- Schedule a weekly program for parents, same day and same time each week.
- Use name tags each week and serve refreshments.
- Prepare programs on Child Development, Reading and Math giving the parents material to aid them in assisting their children in their home studies.
- Present all written materials in both English and the group's native language.

RESULTS:

- Involvement of parents in school activities.
- Informing of parents on how they can assist their children, parenting and related subjects as indicated by needs.
- More interest and concern about the school and its programs among parents.

RECOMMENDATIONS AND CONSIDERATIONS:

- Being consistent in scheduling and programming is important.
- Gaining rapport is often a long and slow process.
- If possible, have someone to interpret to improve communication.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Preston Hollow Elementary School
Dallas Independent School District
Dallas, Texas 75204

IDEAS AND VARIATIONS: This program was employed with Spanish speaking people. However, it could be applied with any group with a similar language difference.

CASE NUMBER: I-H-2

TECHNIQUE: Parent Workshops: Make-and-Take Math Workshop

PURPOSE/REASON: To acquaint parents with math teaching aids to use at home, and to involve citizens from feeder schools at their own community's locations.

STRATEGIES AND ACTIVITIES:

- Contact parents and get their commitment to participate.
- Arrange for room at feeder school to work in.
- Obtain supplies and have them ready to begin before parents arrive.
- Arrange for refreshments.
- If needed, arrange transportation.

RESULTS:

- Math aids were made and parents were allowed to take the aids they made home with them. This was a "make-and-take" workshop.
- Parents received prizes for the number of aids they finished.
- Better parent/school relationship was developed.
- Parents gained more understanding and involvement with their children's study of math.

RECOMMENDATIONS AND CONSIDERATIONS:

- Careful planning is necessary, particularily to assure enough materials, transportation, etc.
- Workshop should be conducted in a spirited manner to avoid losing the interest of the group.
- Keep the time of the workshop short (perhaps an hour or a little more). It is better to have another workshop session than to work too long at one time.

TIME SPAN: An hour to an hour and a half, several times a year.

SCHOOL OR DISTRICT: John Quincy Adams
Dallas Independent School District
Dallas, Texas 75204

IDEAS AND VARIATIONS: This same pattern could be used for Reading Workshops, or other subject fields.

CASE NUMBER: I-H-3

TECHNIQUE: Parent Workshops: Title I

PURPOSE/REASON: To acquaint parents with Title I Reading (SWRL) and Math (SRA) programs.

STRATEGIES AND ACTIVITIES:

- The workshop was promoted in two issues of the school newsletter.
- Special announcements were sent to parents.
- Telephone calls and personal contacts were made.
- The workshop was held from 11:00 A.M. to 1:00 P.M.
- Resource teachers were used as demonstrators of both Reading and Math programs.

RESULTS:

- Parents had a better feeling about the school.
- Parents had a better understanding and appreciation of the programs.
- The workshop gave the parents an opportunity to raise questions and receive answers.

RECOMMENDATIONS AND CONSIDERATIONS:

- This workshop could have been held in a feeder school as a means of getting other communities involved.

TIME SPAN: Two hours

SCHOOL OR DISTRICT: San Jacinto Elementary School
Dallas Independent School District
Dallas, Texas 75204

Bringing Community Members Into the School

II. BRINGING COMMUNITY MEMBERS INTO THE SCHOOL

One of the most potent community relations tools that a school has is the "school in action" when seen by patrons and members of the community. Adding to the power of that important tool is the strength of all those community people at work in the school, contributing ideas, efforts and enthusiasm and, in most cases, serving as "good will ambassadors" to the world around the school.

This section deals with a variety of ideas to get those community people into the school building, either to observe, work, or receive special benefits from their associations with the school.

A. Volunteers

B. Advisory Committees

C. Senior Citizen Groups

D. PTA Involvement

E. School Meals

F. Parent Role Swap

G. School Improvements

H. Open Houses and School Programs

J. Parent Visits

K. Other Parent Involvement Ideas

L. Classroom Speakers

M. Community Meetings

N. Adopt-A-School Program

O. Coffee Klatches

P. Community Rooms in the School

Q. After-school Enrichment

TECHNIQUE: Volunteers: District-wide recruitment drive

PURPOSE/REASON: To provide a large number of volunteers in 18 schools.

STRATEGIES AND ACTIVITIES:

- A district-wide volunteer committee was made up of a faculty member and a volunteer recruiter from each school.
- The goal of the committee was to identify jobs for volunteers and to recruit volunteers to fill those slots.
- Volunteers were found among parents, former teachers, high school students, senior citizens and some businessmen.
- The volunteers were then assigned to work in these places: reading programs, lunchrooms, libraries, health rooms, guidance offices, remedial gym programs, classrooms of all sorts and in school offices.

RESULTS:

- Volunteers recruited totaled 1,200 in 18 schools.
- Volunteers:
  a. saved money for the schools and gave students more individual attention.
  b. freed teachers and staff from some of the necessary paperwork.
  c. became a link between the school and the community.
- Fewer discipline problems occurred because there was more adult supervision.

RECOMMENDATIONS AND CONSIDERATIONS:

- Staff members often need to be "sold" on the contribution that volunteers can make.
- Some kind of training program for the volunteers is necessary.
- The program requires coordination by someone.
- Each school should have someone responsible for welcoming volunteers.
- Volunteers should be given work that is challenging and interesting at least part of the time...their "permanent" jobs should not be all tedious paperwork.

TIME SPAN: volunteer program and recruitment is ongoing

SCHOOL OR DISTRICT: Central Bucks School District
315 West State Street
Doylestown, Pennsylvania

TECHNIQUE: Volunteers: A one-school volunteer program

PURPOSE/REASON: To achieve a 10:1 pupil-adult ratio in an Early Childhood Education Program.

STRATEGIES AND ACTIVITIES:

- A one-school volunteer program had 150 parent volunteers and hundreds of older students who worked as teaching helpers.
- The program was coordinated by a parent volunteer.
- Volunteers tutored individually and conducted small group drills or discussions.
- Volunteers were supposed to work two hours a week, but some worked much longer.
- Volunteers were chosen to represent diverse racial and ethnic groups.

RESULTS:

- Volunteers helped provide prompt reinforcement of learning activities.
- The program laid the foundation for a happy, constructive home-school continuity for children.
- Working parent volunteers helped sharpen career awareness in children.
- Volunteers helped fulfill the required 10:1 pupil-adult ratio in the Early Childhood Education Program.
- Diverse backgrounds of volunteers enhanced multi-cultural education.

RECOMMENDATIONS AND CONSIDERATIONS:

- High school students can be used effectively as volunteers in elementary schools.
- A Principal can often initiate programs in his or her own school through contact with various community service groups.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Coronita School
Corona, California

CASE NUMBER: II-A-3

TECHNIQUE: Volunteers: "School Volunteer Recognition Month"

PURPOSE/REASON: To honor and hold the interest of volunteers and tutors.

STRATEGIES AND ACTIVITIES:

- The school district declared "School Volunteer Recognition Month."
- More than 18,000 volunteers and tutors were honored at a special awards program.
- The theme of the program was "LOVE...Lots of Volunteer Effort."
- The program included lunch, a film that highlighted volunteer work in the classrooms, and recognition of various volunteer groups.

RESULTS:

- Volunteers realized that their efforts were appreciated.
- Public recognition helped hold people who were already volunteers and attracted more volunteers.

RECOMMENDATIONS AND CONSIDERATIONS:

- The cost for such recognition was minimal compared to the money that volunteers saved the school district.

TIME SPAN: Annual event

SCHOOL OR DISTRICT: Los Angeles City Schools
Los Angeles, California

IDEAS AND VARIATIONS:

1) The Canton, Ohio Schools gave a luncheon to honor their volunteers, and featured presentations by third and fourth graders.

2) Many districts give certificates of appreciation, listing hours donated.

3) Some districts pay expenses for volunteers who attend workshops in their field.

TECHNIQUE: Volunteers: Annual Recruitment Drive

PURPOSE/REASON: To fill the school district's needs for an entire year.

STRATEGIES AND ACTIVITIES:

- At school level:
  - Sent fliers home with students, asking for volunteers.
  - Asked teachers and room mothers to identify potential volunteers.
  - Asked the school chairman to contact all agencies, groups and churches that might supply volunteers.
- On a city-wide level:
  - Used public service announcements on radio and television.
  - Encouraged and assisted in getting articles in city and community papers.
  - Worked closely with organizations like Junior League, Council of Jewish Women, parent-teacher organizations, etc.
  - Set up an advisory committee that represented many community groups.
  - Sent a direct mailing, appealing to retirement groups and homes.
  - Asked satisfied volunteers to tell friends about the program.
  - Recruited high school students to tutor in elementary schools.

RESULTS:

- Recruited enough volunteers to set up a 1,500 person program.
- Filled all of the district's needs for volunteers.

RECOMMENDATIONS AND CONSIDERATIONS:

- This district was able to recruit some highly qualified, non-working people.
- Many of the potential women volunteers now have paying jobs.

TIME SPAN: Ongoing activities, with a heavy media concentration during one season

SCHOOL OR DISTRICT: Seattle Schools
Seattle, Washington

IDEAS AND VARIATIONS:

In Boston, Massachusetts, the School Volunteers for Boston (SVB) ran a weekly column in the "Boston Globe" called Opportunities for Volunteers, which highlighted the most pressing needs of the schools.

CASE NUMBER: II-A-5

TECHNIQUE: Volunteers: Babysitting services for tutors

PURPOSE/REASON: To allow mothers of younger children to work as volunteers.

STRATEGIES AND ACTIVITIES:

- One volunteer acts as babysitter for the children of all of the volunteers, OR several volunteers rotate as babysitter.
- Either a room at the school or a home near to the school is arranged for keeping the children.
- Facilities and accessories (cots, toys, bottle warmers, snacks, etc.) may be solicited through neighborhood resources.

RESULTS:

- Significant increase in volunteer services.

RECOMMENDATIONS AND CONSIDERATIONS:

- Establish before-hand that the mother who leaves her child must be doing volunteer service in the school. Otherwise this could develop into a free babysitting service.
- Determine where and how the activity will be housed before it is implemented.

TIME SPAN: Ongoing

SCHOOL OR DISTIRCT: Charles Gill School
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: II-A-6

TECHNIQUE: Volunteers: One-to-one assignment

PURPOSE/REASON: To assure that a volunteer would be assigned to each child designated by a teacher to have a special need in reading or math.

STRATEGIES AND ACTIVITIES:

- Compiled a list of volunteers and their preferences as to age of child, area of study and time available.
- Compiled a list of children in direst need by recommendation of reading and math resource teachers.
- Checked schedules to determine when children could be removed from class for tutoring. Matched with available volunteer.
- After two months, a peer tutoring program was initiated and added to the volunteer program.
- For volunteers who preferred other duties, assignments were made for helping in the clinic, library, and for special occasions such as testing, field trips, enrichment sessions and at-home projects.

RESULTS:

- Almost every child was given some one-to-one tutoring attention.
- When peer tutoring began, students had already been identified by the kind of help they needed.

RECOMMENDATIONS AND CONSIDERATIONS:

- Get lists of children first; then you can tell the volunteer specifically: "This child needs help in reading at 9 a.m. Won't you come?"
- A lot of initial work is needed to do an effective matching job of child with volunteer.
- If peer tutoring is to take the place of volunteers, make sure that the volunteer is reassigned to other duties.

TIME SPAN: Organized during the first few months of school

SCHOOL OR DISTRICT: George W. Truett School
Dallas Independent School District
Dallas, Texas 75204

IDEAS AND VARIATIONS: Also see ABC's: A Handbook for Educational Volunteer Programs, published by the U.S. Office of Education.

TECHNIQUE: Volunteers: Transportation to get chest x-rays

PURPOSE/REASON: To assist and encourage volunteers to get required TB X-rays.

STRATEGIES AND ACTIVITIES:

- Recruited volunteers during Open Houses, special school occasions.
- Scheduled interested parents for a volunteer workshop.
- On the day of the workshop, volunteers were taken, free, to the nearest American Lung Association office/lab or mobile unit for a chest X-ray. (The $3 fee was paid from a special school fund).
- Following X-rays, the volunteer parents were taken for a quick buffet lunch, and returned to the school (all by 2 p.m.).

RESULTS:

- Several new serious volunteers were gained (two have worked regularly in the school's Testing Program, and two others are setting up a Pre-School PTA).
- The "social" atmosphere in which the activities took place set a good climate for "esprit d' corps", which has lasted in the volunteer program.
- The transportation is a real bonus for low socio-economic parents, such as in Title I and ESEA programs.

RECOMMENDATIONS AND CONSIDERATIONS:

- Try to recruit mothers who are visiting in the school; they seem to be more responsive and receptive.
- Try to catch mothers at school parties during the day; these are usually non-working people who might have volunteer time to spare.
- Arrangements have to be made in advance, if the TB test (X-ray or otherwise) expenses are to be underwritten by the school.

TIME SPAN: Most recruiting occurred up until the Christmas holidays.

SCHOOL OR DISTRICT: Julius Dorsey School
Dallas Independent School District
Dallas, Texas 75204

TECHNIQUE: Volunteers: Showing TLC (Tender Loving Care)

PURPOSE/REASON: To express continually how much the volunteers are appreciated by the school personnel.

STRATEGIES AND ACTIVITIES:

- Volunteer Center. Near the front door, this room has a large bulletin board for Volunteer buttons, sign-in sheet, volunteer information, specific notes on tutees, newsletters, and a Community Specialist who greets the volunteers daily.
- Volunteer Appreciation Luncheon. Near Valentine's Day all volunteers were invited to a luncheon in the cafeteria. Aides decorated the tables. Each volunteer was presented a "Fuzzy's Fun Calendar." Principal gave welcome.
- PTA honors "Tips for Parents" home project volunteers. Head of the program, and designer of the home-made kits, praised volunteer efforts.
- Volunteer Appreciation Night at PTA. Each volunteer was given a certificate; specially engraved "George W. Truett School Appreciates You", mini-tool kits were awarded outstanding volunteers.
- Volunteers were honored at the school district's Annual Appreciation Day event.
- PTA award. The Second District of the PTA honored Truett for an outstanding volunteer program at the May meeting.
- Special "sponsor" plaques were awarded to adopting church and Exchange Club.

RESULTS:

- Volunteers knew that the school and all its patrons, students and community appreciated what they contributed.

RECOMMENDATIONS AND CONSIDERATIONS:

- All volunteers need constant Tender Loving Care.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: George W. Truett School
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: II-A-9

TECHNIQUE: Volunteers: High school students tutoring

PURPOSE/REASON: To develop area high school students into effective tutors.

STRATEGIES AND ACTIVITIES:

- Presented plan to Principal of Elementary School.
- Upon approval, presented plan to Principal of the near-by high school.
- Wrote letter describing volunteer program to high school students.
- Wrote follow-up letter informing students of topics and times for students to sign up.
- After students were recruited, they were assigned to a particular teacher and 1 or 2 students.
- Each tutee was given his own folder. Copies of standard text materials were used and all exercises were kept together in the folder.
- At the end of each report card period, teacher reviewed child's folder for progress. (If he/she can be returned to regular classroom, do so.)
- A doughnut party was given at the end of each report period and tutors were honored.

RESULTS:

- Some students caught up as many as three grade levels in 2 months.
- A sense of self-worth and improved self-image occurred with older and younger kids.
- Created a good academic review for the older student/tutors.
- High school credits (and appreciation!) were given for tutoring. Also, tutors gained insight into the career of teaching.
- Some bilingual students made rapid progress with bilingual tutors.

RECOMMENDATIONS AND CONSIDERATIONS:

- Careful screening of tutors and careful pairing of students is required.
- Tutees seem to do better if they and tutors go to another classroom to work.
- Adult supervision (of several pairs of students at one time) is a daily requirement. Also, daily monitoring of tutee's progress after each lesson is recommended.
- Ideally, the assignment that each student must cover will be ready when the tutor arrives at the school.
- If a bilingual high school student is available, try to pair him/her with a student who has bilingual needs.

TIME SPAN: Ongoing during school year. Credit to high school students by the "quarter" or semester.

SCHOOL OR DISTRICT:

Julius Dorsey (Spruce High School)
Dallas Independent School District
Dallas, Texas 75204

AND

Preston Hollow (Hillcrest High)
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: II-A-10

TECHNIQUE: Volunteers: Appreciation Program and Luncheon

PURPOSE/REASON: To recognize volunteers, both at the local school and at district level.

STRATEGIES AND ACTIVITIES: (Two events)

1. Luncheon, local school
   - Started informal talks with Principal about planning and scheduling.
   - Made invitations, thank-you notes, name tags and programs for the occasion, with the help of the art teacher, using school colors for theme.
   - Arranged for use of school auditorium and nearby cafeteria.
2. City-wide Recognition Day, serving as host, hostesses
   - Coordinated plans with District Volunteer Coordinator
   - Met with head of staff at the location to be used; organized the greeting and seating of 400-500 guests.
   - Planned manner of dress, menu (coffee, tea, sweet rolls), registration of guests, etc.
   - Tallied and submitted the names and hours of our local school volunteers for publication in a recognition booklet, used as the program guide.

RESULTS:

1. Luncheon
   - Got excellent response from volunteers and community people.
   - The good "word of mouth" reports should attract more volunteers next year.
2. City-wide Recognition Day
   - School received an award for outstanding progress in volunteer program.
   - 3 volunteers received certificates for outstanding individual service.
   - Volunteers then realized the importance of accounting for their hours of service.

RECOMMENDATIONS AND CONSIDERATIONS:

- The Principal paid for the luncheon out of school funds.
- Plans for the luncheon had to be started one month ahead of time.
- Accounting for volunteer hours should be started at the beginning of the school year, and "what counts" should be made clear from the start, so that credit is given evenly for similar jobs done by volunteers.

TIME SPAN: Both events occur annually

SCHOOL OR DISTRICT: Edna Rowe Elementary School
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: II-B-1

TECHNIQUE: Advisory Committees: Title I, "Right to Read"

PURPOSE/REASON: To fulfill requirements for parent involvement in this ESEA program.

STRATEGIES AND ACTIVITIES:

- The group was made up of parents of children in the Title I program, with one person from the school staff.
- The role of the group was to:
  - Work with the staff to identify special educational needs of the children.
  - Recommend programs to meet identified needs.
  - Make recommendations to improve Title I.
  - Help school staff evaluate programs.
  - Make plans to promote parent participation.

RESULTS:

- Having such a group laid the groundwork for two-way communications between school and parents.
- A district-wide parent advisory committee was also formed.

RECOMMENDATIONS AND CONSIDERATIONS:

According to regulations (1970: U. S. Congress amended Title I program):

- Each Title I project must include a parent advisory committee.
- Parents on the committee should ideally be chosen by parents who have children in the Title I Program.
- Parents of children in the program must have a majority voice on the committee.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: California State Department of Education
Handbook for California School District Advisory Committees

TECHNIQUE: Advisory Committees: Setting one up

PURPOSE/REASON: To have a citizen-body study a problem and make recommendations.

STRATEGIES AND ACTIVITIES:

- Published a list of qualifications for membership.
- Decided whether the committee members were to be appointed or elected; whether the committee would serve the district or a school attendance area.
- Gave the committee a specific task, objectives, guidelines and a date to begin and end their work.
- Provided orientation for committee members.
- Appointed a liaison between the committee and the board.
- Made sure that committee kept detailed records and notes.
- Kept committee members informed and provided a means for them to communicate with all citizens.
- All committee meetings were open to the public.

RESULTS:

- The committee reported the results of its study to the board.
- The board met with the committee to let them know what action it would take on their recommendations.
- Serving on this advisory committee turned some school critics into school supporters.

RECOMMENDATIONS AND CONSIDERATIONS:

- Apathy may develop among committee members.
- The committee may require too much time to accomplish its task.
- It may be difficult to find convenient meeting times for all people.
- The committee may be dominated by one individual or group.
- It may be difficult to keep the committee on the subject.
- It might be wise to devise strict guidelines and have a clear understanding in advance, regarding "private" news conferences from individual committee members. All news releases would come from the committee as a group.

TIME SPAN: Varying times, depending on the project

SCHOOL OR DISTRICT: Upper Merion Area School District
King of Prussia, Pennsylvania 19406

TECHNIQUE: Advisory Committees: Starting one at building level

PURPOSE/REASON: To provide two-way communications between the school and the community.

STRATEGIES AND ACTIVITIES:

- Drafted a proposal for the committee, and presented it to the Board of Education.
- The building principal recommended 15 committee members for the Board's approval.
- Selected members who were representative of the geographic attendance areas, plus one PTA representative.
- The committee was given two months to draft by-laws and to present them to the Board.
- The committee met four times a year with the Principal and a faculty member.
- Minutes were recorded at each meeting.

RESULTS:

- Two-way communications between school and community were enhanced.
- The committee examined the program and the priorities of the school.
- The committee made recommendations for needed changes to the Board.

RECOMMENDATIONS AND CONSIDERATIONS:

- It's more difficult for a committee charged with the general task of reviewing programs and policies to achieve any tangible results.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Alfred I. DuPont School District
4 Mount Lebanon Road
Wilmington, Delaware 19803

IDEAS AND VARIATIONS: In the Evergreen School District in Washington, building level advisory committees included the following mix of people: 7 opinion leaders, 7 strong supporters, 7 interested parents, 7 businessmen, 5 school critics, 5 people over 55, 5 students and 7 people chosen at random.

TECHNIQUE: Advisory Committees: With elected members at local schools

PURPOSE/REASON: To fulfill the statutory provisions of the state for local school committees.

STRATEGIES AND ACTIVITIES:

- The State of Oregon mandates the local school committees. Three elected members serve on each committee with a term of office of three years.
- Committee duties include:
  - Determining the use of school property for civic purposes.
  - Visiting the school at frequent intervals.
  - Advising the school board concerning progress and needs of the school and wishes of the community.
  - Recommending improvements to school property.
  - If desired, recommending rejection of any teacher or administrator assigned to the school.
- In Beaverton, Oregon:
  - The minutes of local committee meetings are reviewed each month by the school board.
  - Principals meet with local committees and give members visibility by introducing them at school functions.

RESULTS:

- Improved communications between citizens and their schools.
- Made the schools more accessible to citizens, the public sector more accessible to the schools.
- Provided the district with a broad base of knowledgeable lay leaders who almost always supported school programs.

RECOMMENDATIONS AND CONSIDERATIONS:

- Support cannot be taken for granted, but comes as a result of developing and conducting sound school programs.
- In anticipation of elections for the school committee, it might be wise to encourage candidates with constructive approaches and ideas to run.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Beaverton School District, P.O. Box 200, Beaverton, Oregon 97005

IDEAS AND VARIATIONS: Florida has also mandated an advisory council for each school building. The councils are primarily advisory in function; but they can, on request of the principal, move into an assistance role. Representation on the council must reflect the community make-up.

TECHNIQUE: Advisory Committees: Serving as an ombudsman

PURPOSE/REASON: To provide a structured program for answering complaints and improving community relations.

STRATEGIES AND ACTIVITIES:

- Members are appointed for two year terms by the Board of Education.
- Members must be selected from all community segments, plus a PTA representative, a teacher and the Principal. At the secondary level, a student was included.
- The committee handled complaints in this manner:
  - Complaints had to be communicated in written form to the committee for presentation at a meeting.
  - Advisory committee members did not investigate in the school directly. The Principal and other staff members furnished answers.
  - Answers to complaints were written by the Principal and signed by the committee chairman.
  - When answers suggested building level changes, the committee could act. If it involved district procedures, the matter went to a district advisory committee.
  - The committee did not handle any complaints about employees.

RESULTS:

- Having the structured program for answering complaints did improve community relations.
- People with complaints about the school were more likely to voice their concerns to other community members.

RECOMMENDATIONS AND CONSIDERATIONS:

- Committee members should be trained to handle complaints effectively.
- There should be specific guidelines to show where committee members' responsibilities end and the Principal's begin.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Parkrose School District #3
Portland, Oregon

CASE NUMBER: II-B-6

TECHNIQUE: Advisory Committees: Sustaining interested members

PURPOSE/REASON: To assure high levels of attendance, participation and commitment to the school, by advisory committee members

STRATEGIES AND ACTIVITIES:

- Sent a letter to each member a week before the meeting, included an agenda.
- Phoned each member the day before the committee met, to remind them to plan to attend.
- Sent a schedule of all activities connected with the school for the month.
- Requested that they bring the concerns of the community to the meeting.
- Requested that each member help keep their own communities informed of all the programs and activities in the school.
- Members were selected from feeder schools as well as receiving schools.

RESULTS:

- Attained about 95% attendance at committee meetings.
- Concerns of the community were brought before the committee and discussed.
- This committee proved very helpful in dealing with any problems that occurred out in the community, but which impacted in the school.

RECOMMENDATIONS AND CONSIDERATIONS:

- Select members of the committee from a list of people in the community who are most interested in the school.
- Be sure the agenda is well thought out and that as many community concerns as possible are addressed on the agenda.
- Be certain that all schools, feeder and receiving, are represented.
- It may be necessary to balance the committee by ethnicity, sex, etc. to insure maximum effectiveness.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Walnut Hill Elementary School
Dallas Independent School District
Dallas, Texas 75204

IDEAS AND VARIATIONS: Many of the same principles may be employed for ad hoc committees as well.

CASE NUMBER: II-B-7

TECHNIQUE: Advisory Committees: School closings

PURPOSE/REASON: To get community members involved from the very beginning if there is any possibility that a school will have to be closed.

STRATEGIES AND ACTIVITIES:

- Formed a representative citizens committee of about 30 persons to study declining enrollment and make recommendations - took about one year.
- Made the committee report public and sent copies to about 200 influential persons in the city and to the media.
- Held public meetings to discuss the report and develop tentative solutions - took about one year.
- The board announced their final decision and began to implement the plan - took about one year.

RESULTS:

- Closings were primarily junior high schools because they were the logical target in this community.
- The money saved by the school closings has been used to start special programs for the gifted, to increase library services and to reduce class size in kindergarten through third grade.
- The community has accepted the advantages of program improvement over operation of more school buildings.
- Citizens have adjusted to declining enrollment and are able to accept the solutions.

RECOMMENDATIONS AND CONSIDERATIONS:

- The first school closing in this district aroused much public opposition because it was done so fast and with very little input from citizens in the early stages.
- Look ahead. Avoid crises by studying enrollment projections several years in advance.
- Try to get community members involved as soon as possible if there is any possibility that a school will have to be closed.

TIME SPAN: Three years

SCHOOL OR DISTRICT: Salt Lake City, Utah

IDEAS AND VARIATIONS: In Monroe County, Indiana the board set up two study committees on declining enrollment. One studied staff reductions, the other studied buildings. The staff committee was made up of school staff members and board members. The second committee was composed of several community members and members of the board. All the public hearings and board meetings on the problem were televised on public television.

TECHNIQUE: Advisory Committees: Organizing a community meeting

PURPOSE/REASON: To introduce a new program or assess the needs of a community.

STRATEGIES AND ACTIVITIES:

- Contact as many concerned parents and citizens of the community as possible personally and invite them to attend.
- Send out mailing(s) to all parents in the school and to the parents in any feeder schools or schools associated in any way with the issue.
- Contact the Executive Board of PTAs in any associated schools for their assistance in stimulating attendance.
- The day before the meeting call as many parents and citizens as possible to remind them of the meeting and urge them to attend.
- Ask media for assistance in publishing notices, making announcements and invite them to attend.

RESULTS:

- Established a "Community Task Force" to deal with the issues in depth and report back to the following meeting.
- Assessed needs of the school and the community and determined priorities for each.

RECOMMENDATIONS AND CONSIDERATIONS:

- Be sure to include businessmen from the community, Chamber of Commerce and other community resources.
- Consider including representation from the School Board and City Council when appropriate.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: John Q. Adams Elementary School (and others)
Dallas Independent School District
Dallas, Texas 75204

TECHNIQUE: Advisory Committees: Evaluating sexism and racism in textbooks

PURPOSE/REASON: To involve community members in reading and evaluating textbooks, and to solicit feedback.

STRATEGIES AND ACTIVITIES:

- A committee (initiated by the National Council of Jewish Women, local section) was formed, involving school administrators, teachers, university professors, and volunteers from the community.
- Social studies texts (8th grade level) were chosen as targets of their study.
- A survey form was designed, so that each textbook would be judged on uniform criteria.
- Each member was assigned different books to review.
- After results were tabulated, the committee published a report and developed an informational slide show, which was made available to community and educational groups.
- A conference was called, co-hosted by the committee and the school system, at which results of the report were disseminated, and the slide show was presented. Teachers and national book publishers, as well as community people, attended this forum.
- Small workshops at the conference put publishers in touch, firsthand, with educators and community people, to hear their objections and wishes.

RESULTS:

- The community was made aware of sexism and racism in textbooks, and the school system's interest in finding out about the problem.
- The school system was sensitized to the extent of the problem, and developed more staff development activities to deal with textbook distortions.
- Publishers heard more "grass roots" sentiment than they might normally hear.

RECOMMENDATIONS AND CONSIDERATIONS:

- This same technique can be applied on issues related to ethnic, handicapped, aged and other representations in textbooks.

TIME SPAN: 1 year

SCHOOL OR DISTRICT: Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

IDEAS AND VARIATIONS: A local school or group of citizens can do a simplified version of this project for their own community or school.

TECHNIQUE: Advisory Committees: A Student advisory

PURPOSE/REASON: To develop a sense of pride and respect in the student body.

STRATEGIES AND ACTIVITIES:

- Ten students were randomly selected from each grade level.
- The students organized their own meetings and projects with no direct leadership from the faculty or staff. They were told at the beginning that this was their committee and would be given help only on request.
- A staff member suggested some problem areas and asked for their solutions.
- The committee identified their own concerns and offered suggestions and solutions as they saw them.

RESULTS:

- This vehicle served to let students know that the school was theirs and that they could actually have input into most decision-making and policy development.
- Tremendous respect was developed by these students for the school, administration, and staff.
- A new sense of "pride" in their school was generated.
- Peer pressure of this group greatly reduced the amount of duty and discipline required of the teachers.
- Students came up with very good and fresh ideas for the school programs.

RECOMMENDATIONS AND CONSIDERATIONS:

- Do not select just the already-known student leaders. New leadership qualities will be discovered in others if they're given the chance.
- Students must feel free to express their opinions.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Business and Management Center
Dallas Independent School District
2214 Bryan Street
Dallas, Texas 75201

TECHNIQUE: Advisory Committees: Parent task forces

PURPOSE/REASON: To encourage participation and support of parents.

STRATEGIES AND ACTIVITIES:

- Monthly meetings were scheduled at the first of the year.
- Round table discussions were held to acquaint parents with school's philosophy and purpose.
- A list of school needs and concerns where parents could help was distributed, and volunteers were sought for each area.
- A parent task force was established for each subject area in school. More meetings of these groups were encouraged in addition to regular monthly meetings.
- Each teacher was asked to constantly contact parents to keep them informed of school and student activity.

RESULTS:

- Parents were actually given a job to do and they became involved.
- Students were encouraged by their parents' participation.
- Many excellent resources were tapped that would otherwise have been overlooked.

RECOMMENDATIONS AND CONSIDERATIONS:

- Faculty and staff should always be in attendance to talk with parents.
- Give the group definite tasks.
- Parent task forces can reduce faculty work-load.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Business and Management Center
Dallas Independent School District
2214 Bryan Street
Dallas, Texas 75204

TECHNIQUE: Advisory Committees: Business task force

PURPOSE/REASON: To bridge the relationships of the school with the business community; to promote curriculum input in specialized training areas; to initiate the use of the central business community as a classroom.

STRATEGIES AND ACTIVITIES:

- A committee of top executives (with decision-making positions) from the business community was formed in cooperation with area chambers and the school administration.
- The committee:
  - met a minimum of once monthly.
  - advised and assisted school staff on matters of curriculum, staffing, new employment requirements, new equipment, training needs, etc.
  - assisted in locating and selecting training stations.
  - assisted in the development of employment opportunities.
  - recommended criteria for evaluation of students and programs.
  - assisted in publicizing the programs of the school.

RESULTS:

- The program produced:
  - tremendous community exposure
  - a link between schools and community
  - coordination between secondary and post-secondary programs in city
  - the school had an opportunity to explain the objectives of the program
  - the community provided support and advice from a businessman's point of view on training needs, innovations, new equipment, etc.

RECOMMENDATIONS AND CONSIDERATIONS:

- These people are very busy -- don't call meetings just to talk.
- Ask for their help and use it.
- Each meeting should be well organized toward specific accomplishments, assignments, problem solving, etc.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Business and Management Center
Dallas Independent School District
2214 Bryan Street
Dallas, Texas 75204

TECHNIQUE: Senior citizens groups: Developing mutual interests

PURPOSE/REASON: To encourage senior citizens' support and volunteer services for the school.

STRATEGIES AND ACTIVITIES:

- Welcomed senior citizens to the schools.
- Talked to the leaders and visited meetings of senior citizens groups in the community.
- Let senior citizens use a couple of extra rooms in the school for an activities center.
- Provided a special day in the schools to honor senior citizens.
- Issued a courtesy pass for free admission to school-sponsored events and free tuition for continuing education classes.
- Invited senior citizens to lunch in school buildings.
- Arranged for use of school buses during non-school hours to take senior citizens to activities of interest to them.
- One staff member in the district acted as a liaison with senior citizens to keep communication lines open.
- Invited senior citizens to use the school libraries and swimming pool.
- Encouraged senior citizens to serve as volunteers in the schools.

RESULTS:

- Senior citizens changed from school critics to school supporters.
- Senior citizens gave more support in school elections.
- The program gave senior citizens a chance to engage in meaningful activities.

RECOMMENDATIONS AND CONSIDERATIONS:

- Communication with senior citizens may be difficult unless they're actively encouraged to come into the schools and make use of school facilities.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: West Irondequit Schools
Irondequit, New York
14617

TECHNIQUE: Senior citizens groups: "Grandparent Volunteers"

PURPOSE/REASON: To use the "know how", abilities and energy of the senior citizens, as well as offering the elders of the community an opportunity to be involved.

STRATEGIES AND ACTIVITIES:

- "Grandparent Volunteers" -- a group of senior citizens was taken to the school once a week on a bus.
- They helped make instructional materials.
- They worked with small groups of students on things like sewing or woodworking.
- They worked on a one-to-one basis with children who had learning problems.

RESULTS:

- Children benefited from more individual attention.
- Many children needed the grandparent-type relationship.
- Sometimes the senior citizens just sat and listened to, or read to, the children.
- Senior citizens enjoyed their work as volunteers.

RECOMMENDATIONS AND CONSIDERATIONS:

- Transportation should be provided for the senior citizens.
- The program should be well organized.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Edward U. Taylor Elementary School
Montgomery County, Maryland

IDEAS AND VARIATIONS: Lee Houk, principal of Colonial Elementary School in Pelham, New York sends a special invitation to grandparents to visit the school and share their skills with the students. He also sends them a copy of the monthly school newsletter.

TECHNIQUE: Senior citizens groups: "Grandparents Day"

PURPOSE/REASON: To bring senior citizens, school staff and students closer together.

STRATEGIES AND ACTIVITIES:

- Children carried home special invitations to their own grandparents, neighbors who were grandparents and other senior citizens, to attend "Grandparents Day" celebration at the school.
- Pictures of old school buildings, former graduating classes, athletic teams and other memorabilia of education were exhibited on the day.
- Children took visitors on school tours to let them observe classes.
- Teachers handed out information sheets explaining classroom activities.
- A visitors center was set up where grandparents and other senior citizens could chat with school staff informally.

RESULTS:

- The day successfully brought close together the staff, students and senior citizens from the school area.
- Senior citizens gained a greater understanding and appreciation of classroom studies.

RECOMMENDATIONS AND CONSIDERATIONS:

- Special transportation may have to be provided.

TIME SPAN: Once a year

SCHOOL OR DISTRICT: Saratoga Springs City Schools
Saratoga Springs, New York

IDEAS AND VARIATIONS:

(1) The elementary schools in Mesa, Arizona attracted 3,502 senior citizens in their third annual "Grandparents Week."

(2) In a Flushing, New York school, grandparents participated in a special assembly, then visited with grandchildren in the classroom.

TECHNIQUE: PTA Involvement: Re-grouping

PURPOSE/REASON: To step up PTA participation in the school.

STRATEGIES AND ACTIVITIES:

- Held open, competitive elections for PTA offices; limited terms to two in succession.
- At the first PTA meeting, divided people into small groups of eight or ten people, to define areas of concern and activities for the larger group. Used the most-listed concerns as projects for the year.
- Included local PTA leaders as recipients at annual school awards assembly.
- Recognized the "Parent of the Week" in the school publication.
- Involved community in all school activities like room volunteers or ad hoc committees.
- Held an annual do-it-yourself school improvement project.
- Provided recreational outlets for community members such as ladies' volleyball or men's basketball.
- Participated as a unit in city-wide projects.

RESULTS:

- More parent participation in the PTA.
- Improved relationship between the school and the community.

RECOMMENDATIONS AND CONSIDERATIONS:

- The PTA must be supported and guided by the Principal for best results.
- PTA meetings with teachers on the program draw a larger number of parents. Teachers should be asked to attend PTA meetings as much as possible.
- More frequent meetings of the PTA, with school personnel can help.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Maple Grove Elementary School
Boise Schools
1207 Fort Street
Boise, Idaho 83702

IDEAS AND VARIATIONS: The PTA in Ontario Primary and Ontario Elementary Schools in the Wayne Central School District in New York operates a weekend course to train 10- to 14-year olds in baby-sitting.

TECHNIQUE: PTA Involvement: Bicentennial Year Project

PURPOSE/REASON: To renew parent interest in PTA meetings

STRATEGIES AND ACTIVITIES:

- Each of the monthly PTA events was the culmination of an organized project by students.
- Monthly events included an art show, science fair, carnival, talent show, etc.
- All of the planned activities were integrated into the students' daily school work.

RESULTS:

- Though begun as a Bicentennial Year project, the effects were so good, that teachers have decided to continue the program in 1977.
- Parent attendance at PTA meetings increased.
- Students were very proud of their projects and enjoyed showing them to their parents.

RECOMMENDATIONS AND CONSIDERATIONS:

- The Principal attributed the program's success to the energy and enthusiasm of the teachers.
- Efforts should be made to involve more teachers in PTA meetings -- as well as more parents.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Lincoln Park Elementary School
Washoe County School District
Reno, Nevada 89512

IDEAS AND VARIATIONS: At Pine Ridge Elementary School in Annandale, Virginia, PTA members are organized into a block captain program, in order to distribute information about the school to community members.

TECHNIQUE: PTA Involvement: Attendance - first fall meeting

PURPOSE/REASON: To get more parents in an economically deprived area to attend the first fall PTA meeting.

STRATEGIES AND ACTIVITIES:

- One week before the meeting a three-person team (teacher, student, parent) knocked on the door of each home in the area.
- The team members and the family they visited were photographed in a group shot with a Polaroid camera.
- Snapshots were posted on the school bulletin board.
- The school provided secured car parking for visitors, added police patrols of homes during the time the meeting was arranged.
- Cartoons were shown in another room from the meeting for the young children who could not be left at home.
- Students wore badges home, made special invitations for parents and made room badges for parents to wear to the meeting.

RESULTS:

- A capacity crowd at the meeting.
- Increased cooperation among students, teachers and parents.

RECOMMENDATIONS AND CONSIDERATIONS:

- The principal developed this plan but he got the faculty's approval before he put it in operation.

TIME SPAN: One week each year

SCHOOL OR DISTRICT: School No. 56
Indianapolis, Indiana

CASE NUMBER: II-D-4

TECHNIQUE: PTA Involvement: Developing a Pre-school PTA

PURPOSE/REASON: To channel prospective mothers into the PTA habit, and finally into the regular PTA.

STRATEGIES AND ACTIVITIES:

- Found 2 pre-school mothers to head up the effort.
- Found a place to meet; a nearby church offered free kitchen, nursery and gym (all arranged through a friend of the minister).
- Tried to anticipate transportation needs of mothers, so set up carpool.
- Arranged to use services of the church baby-sitter, so mothers could get away.
- Met with mothers who attended the school "Round Up" to register kindergarten children for the fall.
- Followed up by personal phone calls.

RESULTS:

- Nine new-to-the-school mothers attended the first meeting in the church, and all had a light lunch together.
- There was a good start of new relationships between the mothers and between their younger children.
- The new mothers expressed willingness to recruit friends and neighbors to come to subsequent meetings.
- These same women will be part of the regular PTA in the coming school year.

RECOMMENDATIONS AND CONSIDERATIONS:

- Finding the following is vital:
  - A good meeting place, either in the school or nearby.
  - A reliable baby sitter and/or nursery for the women's young children.
  - Interesting programs, including some social aspects, such as a pot-luck luncheon with discussions or speakers.
- Concentrate first on mothers whose children will be coming into the school's kindergarten. The names are available at the school, and they are the most likely prospects for regular PTA (especially if they have a positive pre-school PTA experience and form good relationships with PTA women).

TIME SPAN: On-going recruitment during the year

SCHOOL OR DISTRICT: Julius Dorsey Elementary School
Dallas Independent School District
Dallas, Texas 75204

TECHNIQUE: PTA Involvement: Study of Sexism and Title IX

PURPOSE/REASON: To have PTA members identify at least five ways that student's potential is limited by attitudes toward one sex and to attain a better understanding of the purposes of Title IX.

STRATEGIES AND ACTIVITIES:

- Slide show and presentation "Sexism the Hidden Limitor"
- Handouts of basic materials involved.
- Discussion with chalkboard notations.
- Evaluation sheets completed and collected before end of meeting. Include section for needs to be expressed.

RESULTS:

- Parental awareness of sexism.
- Greater understanding of intent of Title IX regulations.
- Compilation of evaluations for future study.
- Needs expressed were compiled for future use.

RECOMMENDATIONS AND CONSIDERATIONS:

- There is a need for greater understanding of Sexism.
- Will be most effective when Title IX regulations are at issue.

TIME SPAN: One PTA Meeting

SCHOOL OR DISTRICT: Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

IDEAS AND VARIATIONS:

Similar approach might be used for the subjects of racism, ethnic minority issues, age discrimination, etc.

CASE NUMBER: II-E-1

TECHNIQUE: School Meals: "Dime a Dip"

PURPOSE/REASON: To provide families with low cost dinners while still raising money for school projects.

STRATEGIES AND ACTIVITIES:

- Established the name and goal: each dip of food would cost 10 cents. ("Dime a Dip")
- Chose a date for the meal, and set up committees to coordinate food donations, set up tables, serve and clean up.
- Advertised the event in local paper and the school paper, with response slip at the bottom of each notice.
- Asked each family attending to bring one dish to feed six persons.
- Organized food donations so there would be enough in each category.
- Purchased paper plates, utensils and cups.
- Requested that food be brought at least one hour before serving.
- Had two serving lines with several choices in each food category.
- Each person requested the number of dips that he or she wanted of each food.

RESULTS:

- A family of four was able to be fed a well-balanced meal for $2.50.
- The event encouraged participation in school events and fellowship with other families.
- Raised some money for school projects.

RECOMMENDATIONS AND CONSIDERATIONS:

- This project would be difficult to do without an active PTA or large group of volunteer parents.
- Dinner could precede a Back-to-School Night or other special event, to take full advantage of the group turn-out.

TIME SPAN: One month of planning

SCHOOL OR DISTRICT: Greenbriar West Elementary School
13300 Poplar Tree Road
Fairfax, Virginia 22030

IDEAS AND VARIATIONS:
(1) At Gus Garcia Middle School in San Antonio, Texas, parents and teachers have an annual covered dish supper.
(2) At Windemere Elementary School in Akron, Ohio, students grew, canned and prepared their own foods and gave a Mulligan Stew lunch for community dignitaries and school administrators, following their summer gardening project.

TECHNIQUE: School Meals: Continental breakfast

PURPOSE/REASON: To have parents see the school in action and to encourage discussion and feedback on school programs.

STRATEGIES AND ACTIVITIES:

- Occurred monthly at the school.
- Parents (up to 40 at a time) were selected at random to attend the breakfast.
- Following doughnuts and coffee, the Principal and key staff members talked about school programs and problems, then held an open discussion period with parents.
- Parents were then taken on a tour of the school and allowed to observe classes in action.
- The last activity of the morning: parents were asked to critique school programs.
- The entire event lasted no longer than one hour and 45 minutes.

RESULTS:

- Over 200 parents participated during one school year.
- The Principal received phone calls from parents who wanted to participate.
- Parents got to see the school in action.
- The Principal received feedback from parents on their likes and dislikes.

RECOMMENDATIONS AND CONSIDERATIONS:

- It is difficult for most working parents to attend such a meeting.
- This format is adaptable to an evening event.

TIME SPAN: Ongoing, once a month

SCHOOL OR DISTRICT: Carl Brablec High School
Roseville Community Schools
Roseville, Michigan 48066

IDEAS AND VARIATIONS:
(1) At Bacon Elementary School in Amsterdam, New York, fathers were invited to early morning breakfasts before they left for work, to exchange ideas.
(2) At Troy High School in Fullerton, California, 10 parents visit each week, tour school, and lunch in the faculty cafeteria.

TECHNIQUE: School Meals: Luncheon for community members

PURPOSE/REASON: To get people into the schools who ordinarily would not visit.

STRATEGIES AND ACTIVITIES:

- Each day during National Lunch Week, the public information coordinator of the school system invited a group of representative citizens (not school parents) to have lunch with him in one of the school cafeterias.
- Lunch was followed by a tour of the school.
- Fact sheets about the system were handed out to guests.
- Transportation was provided to get the guests back to work.

RESULTS:

- Distributed information about the schools to citizens who did not have children in the schools.
- Provided first-hand view of schools to people who might not have had other occasions to visit.

RECOMMENDATIONS AND CONSIDERATIONS:

- If transportation back to work from lunch hour is a factor, the district might want to provide it.
- Some principals invite two or three community members each week of the school year, for lunch and a tour of the school, so that all the exposure is not concentrated in a small amout of time.

TIME SPAN: Once a year for one week

SCHOOL OR DISTRICT: Aurora, Illinois

IDEAS AND VARIATIONS: (1) In Green Bay, Wisconsin, several public schools invited a different community service club (like Rotary, etc.) into their school each week for a luncheon meeting. The clubs paid for their own meals.
(2) At the Hughes Middle School in Greenville, South Carolina, periodic luncheons for community leaders who do not have children in school are prepared by home economics students.

TECHNIQUE: School Meals: Lunch with the Law

PURPOSE/REASON: To create a better rapport between student body and law enforcement officers.

STRATEGIES AND ACTIVITIES:

- Police officers have been invited to drop by for lunch in the school cafeteria.
- Officers were charged student prices for lunches.
- Officers sat at student tables while lunching and carried on general conversation with the students.

RESULTS:

- Officers like the idea of closer contact with students on a friendly, informal basis.
- School administrators and teachers like the quieting effect of the officers presence.

RECOMMENDATIONS AND CONSIDERATIONS:

- Student/Officer conferences may be arranged for the students to ask questions and discuss their personal concerns.
- Small group discussions may prove profitable in increasing the interpersonal relations of the students and officers.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Several High Schools
Dayton, Ohio

IDEAS AND VARIATIONS: The same theme could be used with members of the clergy on a non-denominational basis, for non-religious counseling.

Members of various professions may be used for career advice.

TECHNIQUE: Parent Role Swap: "Student/Parent Exchange Day"

PURPOSE/REASON: To help make parents aware of the needs of the school (anticipating a bond election), and the programs of their children.

STRATEGIES AND ACTIVITIES:

- Teachers invited parents to come to school with their son and/or daughter (or in place of them) to be students for a day.
- Parents spent the entire day going through the normal schedule of their school child.
- Teachers taught regular lessons.
- Parents filled out a questionnaire about their experiences at the end of the day.

RESULTS:

- 649 parents attended.
- Parents overwhelmingly approved of the quality of instruction and the variety of subjects offered.
- Parents were most concerned about the need for physical repairs in the school. The district gained many supporters for a bond issue to improve school facilities and to make needed repairs from this event.

RECOMMENDATIONS AND CONSIDERATIONS:

- Publicize the event before and after.
- Make sure that all parents are aware of the "Swap Day" in enough time to make plans to participate.
- Be sure to share the results of the questionnaires with the parents.

TIME SPAN: One day, as needed

SCHOOL OR DISTRICT: Finneytown High School
Hamilton County Public Schools
Cincinnati, Ohio

IDEAS AND VARIATIONS: At Harriton High School in Rosemont, Pennsylvania, the "Parents Swap for a Day" was part of American Education Week Activities.

At Franklin High School, Portland, Oregon a grandparent, adult relative or neighbor was acceptable as a SWAP for the student. Students were excused if they had an adult present in their stead.

CASE NUMBER: II-F-2

TECHNIQUE: Parent Role Swap: Parents in faculty/staff roles

PURPOSE/REASON: To help the parents better realize and appreciate the role of the classroom teacher.

STRATEGIES AND ACTIVITIES:

- In a project initiated by the school committee, 46 parents took over faculty and staff jobs for half a day.
- Notes describing the project were sent home to parents.
- Parents volunteered to participate -- some for specific jobs.
- Parents became teachers, cafeteria workers, custodians and secretaries.
- The PTA president became the school principal.

RESULTS:

- Parents realized how much is involved in running an elementary school of more than 900 children.
- Six fathers and several bilingual parents participated.
- It was a good experience for everyone involved: parents, students and staff.
- Parents realized that teachers are human too.
- The parent takeover was carried on the Associated Press wires from coast to coast.

RECOMMENDATIONS AND CONSIDERATIONS:

- The project should be initiated by parents and teachers together for it to be completely successful.

TIME SPAN: One day

SCHOOL OR DISTRICT: North Glade Elementary School
Miami, Florida

TECHNIQUE: Parent Role Swap: "Shadow your Parent"

PURPOSE/REASON: To make students aware of their mother's or father's jobs, their duties and pressures.

STRATEGIES AND ACTIVITIES:

- Students spent a full day following one parent through his or her daily routine.
- This was done with the cooperation of the schools and various businesses in the community.

RESULTS:

- Exposed students to the world of work.
- Brought students and parents closer together.
- After going through rush hour traffic and witnessing the rewards and frustrations of their parents' jobs, students could better understand their parents' tired feelings at the end of the day.

RECOMMENDATIONS AND CONSIDERATIONS:

- The day could be coupled with a "Shadow your Child" counterpart if working parents could get the time off.

TIME SPAN: One day a year

SCHOOL OR DISTRICT: Whitney Learning Center
Cerritos, California

IDEAS AND VARIATIONS: During "Switch Day" at Norris Elementary School in Omaha, Nebraska, parents spent the morning following their children's typical student schedule. After lunch in the cafeteria, children accompanied their parents to work for the afternoon.

TECHNIQUE: School Improvements: Painting party

PURPOSE/REASON: To make the school more livable for children, and to help build community spirit.

STRATEGIES AND ACTIVITIES:

- Held a painting party on one Saturday.
- The Principal organized parents to paint the walls brighter colors. (The school walls were battleship gray, with a mood to match!)
- Desks and chairs were grouped around tables instead of lined up in rows.

RESULTS:

- The students loved the brighter colors.
- The project built up a new community spirit.
- PTA attendance increased: 130 parents attended a meeting after the painting project (previously, PTA meetings drew 30 parents on a "good night").

RECOMMENDATIONS AND CONSIDERATIONS:

- The project would be most successful if the paint is supplied by the district...this would require some kind of administrative okay.
- Studies on the psychological effects of various colors should be taken into account when choosing the paint colors to use.

TIME SPAN: One painting day, plus organization time

SCHOOL OR DISTRICT: Freedom Hill Elementary School
Fairfax County, Virginia

IDEAS AND VARIATIONS: (1) Many schools have Dads' Work Night, to build something or repair something in the school.
(2) A professional landscaper was paid to draw up plans for William Fremd High School in Palantine, Illinois. Students, staff and community residents did the work. Many land developers give away sod, topsoil. Many shrubs and small trees can be donated, so small investment ($500) can blossom royally.

TECHNIQUE: School Improvements: Developing a Resource Center

PURPOSE/REASON: To support teachers with ideas and materials for active learning.

STRATEGIES AND ACTIVITIES:

- The Home and School Association developed a Resource Center in a small conference room near the school library.
- Parents furnished the following materials:
  - Educational games, commercial and homemade.
  - Junk materials, ranging from milk cartons to rug scraps.
  - A "Learning Center Box": parents recorded about 150 teaching suggestions from professional journals on index cards.
  - A collection of books and pamphlets on teaching techniques.
- Parents also put out a mimeographed newsletter called "Teacher-to-Teacher Exchange", in which ideas and techniques are shared among all professionals in the building.

RESULTS:

- Teachers appreciated and used the new ideas and materials.
- Parents felt good about being useful.
- Students benefited from up-to-date teaching methods.
- Teachers and parents learned to work together.
- The Center became a district-wide parent project serving all 10 elementary schools in the district.

RECOMMENDATIONS AND CONSIDERATIONS:

- Such a project has to be initiated or championed by parent leaders for it to get off the ground.
- It could work just as well in a high school with slight modifications.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Cynwyd Elementary School
Lower Merion, Pennsylvania

TECHNIQUE: School Improvements: A combined effort

PURPOSE/REASON: To make the building an attractive place for children, staff and patrons.

STRATEGIES AND ACTIVITIES:

- Selected someone from PTA to be committee chairperson.
- Had chairperson name committee members.
- Principal gave color samples and general painting directives.
- Committee visited other recently painted schools.
- Committee sought input from all building personnel; then made decisions.
- Worked with painters to get the job done.

RESULTS:

- Building was attractively decorated.
- Shared decision-making resulted in community involvement, sense of belonging.
- Pride in the school plant was developed.

RECOMMENDATIONS AND CONSIDERATIONS:

- Decisions take longer to make when many people are involved, so plan for more decision-making time, more overall time for the project.
- This is a very effective way to get satisfied community support: there are visible and measurable results that volunteers can see.

TIME SPAN: Varies according to project

SCHOOL OR DISTRICT: Sudie L. Williams Elementary School
Dallas Independent School District
Dallas, Texas 75204

TECHNIQUE: Open House: Back-to-School Night

PURPOSE/REASON: To create an evening of parent-child-teacher communication.

STRATEGIES AND ACTIVITIES:

- Students wrote personal invitations to parents.
- Students sat at their own desks with parents beside them.
- Teachers handled the meeting in a variety of ways -- some had question and answer sessions, others gave informal presentations.
- Students showed their parents their textbooks, learning materials.
- Teachers circulated, to answer questions.
- Subjects discussed covered: classroom routine, how subject areas are presented, use of classroom facilities, attitudes and behaviors, and student likes and dislikes.

RESULTS:

- In some classes, family participation neared 100 percent.
- The atmosphere was relaxed.
- Parents responded, "This is the first real picture I've had of what a school day is like." And, "I've never seen my child interact in a classroom setting before."
- The traditional pattern of Back-to-School night was changed, and better communications resulted.

RECOMMENDATIONS AND CONSIDERATIONS:

- The key to success rests in a concerned and enthusiastic staff.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Cowan Elementary School
San Juan Unified School District
San Juan, Puerto Rico

IDEAS AND VARIATIONS: Cooley High School in Detroit, Michigan, had an open house called "Parents Orientation Program." In three hours, parents went through an abbreviated version of their youngsters' class schedules.

CASE NUMBER: II-H-2

TECHNIQUE: Open House: Custom-tailored by survey

PURPOSE/REASON: To answer parents' needs as they (the parents) saw them.

STRATEGIES AND ACTIVITIES:

- Teachers surveyed all parents to find out if the Open House format met their needs.
- Results showed that parents wanted to meet their child's teachers and to find out about the school program (but they were not interested in large group lectures).
- Teachers tailored the Open House program to parents' responses.
- A 20-minute opening session welcomed parents and provided an overview.
- Each teacher gave two 25-minute presentations during the evening, in their classes. They invented catchy titles to tantalize parents.
- Parents had time to attend three presentations of their choice.
- A social program in the gym concluded the program.

RESULTS:

- More parents attended because of the survey.
- Parents appreciated teacher efforts to fulfill parent needs.
- The survey responses helped teachers prepare their presentations.

RECOMMENDATIONS AND CONSIDERATIONS:

- Teacher presentations dealt with basic elements of the school program.
- An advantage of night meetings over parent visits during regular school hours, is that working parents can more easily attend.

TIME SPAN: Once a year

SCHOOL OR DISTRICT: Calvin Christian High School
Grandville, Michigan

IDEAS AND VARIATIONS: During a two-day open house program at Alton High School in Illinois, the class schedule for each day and the number of students using the room each hour was posted on every classroom door. This helped to get voter approval for added classrooms.

CASE NUMBER: II-H-3

TECHNIQUE: Open House: "Curriculum Talk-Around"

PURPOSE/REASON: To show parents, firsthand, how school programs are put to use by students.

STRATEGIES AND ACTIVITIES:

- Classrooms were set up as workshops showing the equipment and materials the children used.
- Small groups of children demonstrated how they worked at learning centers, and their work was on display.
- Teachers answered questions about curriculum and teaching methods.
- In some classrooms parents were invited to try out the learning equipment.

RESULTS:

- Parents got a better understanding of the school programs.
- Students enjoyed showing off for parents.

RECOMMENDATIONS AND CONSIDERATIONS:

- An open house is not the place to talk about specific student problems.
- Parents should be asked to make appointments at open houses, to see teachers later, at a mutually beneficial time, to discuss a child or special situation.

TIME SPAN: Once a year

SCHOOL OR DISTRICT: Public School 87
The Bronx
New York, New York

IDEAS AND VARIATIONS: (1) Students at Norris Elementary School in Omaha, Nebraska, staged an "Art Happening" for parents, who chould choose activities to try. Students were stationed throughout the building to show arts and crafts projects.

(2) At Central High School in Springfield, Missouri, students set up an historical museum in one room with relics from its 82-year history.

CASE NUMBER: II-H-4

TECHNIQUE: School Programs: RIF Awards Assembly

PURPOSE/REASON: To have children and community groups share pride in the achievements of the Reading Is FUNdamental Program.

STRATEGIES AND ACTIVITIES:

- Community liaison at school contacted all contributors to the RIF program.
- Each contributor was presented a certificate of appreciation.
- The assembly included many individual donors plus representatives of service groups such as Kiwanis Club and AARP.
- Students (5th graders here) were awarded the books they had earned during the assembly, and came up individually to get them.

RESULTS:

- Contributors were impressed and moved by the genuine excitement of the children as they were called up to get their earned books.
- The event stimulated children, parents and donors to think ahead to next year's goals.
- Children were the best "advertisements" of the program.
- Donors were glad to be honored, and to see "results" of their contributions.

RECOMMENDATIONS AND CONSIDERATIONS:

- Be sure to get full names, addresses and telephone numbers of all donors and keep records current, for ease of notification for the assembly.
- Donors who cannot attend should have certificates mailed to them, so that they are recognized and thanked, too.

TIME SPAN: Once a year

SCHOOL DISTRICT: Julius Dorsey Elementary School
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: II-H-5

TECHNIQUE: School Programs: "Fall Festival Carnival"

PURPOSE/REASON: To stimulate interest in school and community activities, and to raise money for the school.

STRATEGIES AND ACTIVITIES:

- Involved students in planning all along the way:
  - In classes, students made signs and advertisements for each event.
  - Students decorated wall and hallways of school.
- The community helped by:
  - getting supplies such as paper goods, etc.
  - renting machines for candy, popcorn, soda pop, etc.
  - notifying parents and the rest of the community.
- Volunteers and PTA mothers helped make prizes and notify the public through PTA meetings, newsletters, telephone, etc.

RESULTS:

- Money was made for the school fund.
- Students helped decide where funds would be spent: Math, Language Arts, etc.
- The entire community (local) got involved at some level.
- A Spring carnival is planned as a result of this successful event.

RECOMMENDATIONS AND CONSIDERATIONS:

- If weather is good, activities can be planned for outside as well as inside the school.
- Be sure that all segments of the immediate community get notified, so that they can participate.

TIME SPAN: Once a year, at least

SCHOOL OR DISTRICT: Martha Turner Reilly School
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: II-H-6

TECHNIQUE: School Programs: A Play for Reading Students

PURPOSE/REASON: To enlarge parent attendance at programs, by involving the students.

STRATEGIES AND ACTIVITIES:

- The following method of notifying parents was employed, as a series of things:
  - Invitations from the school.
  - Home visits by teachers.
  - Phone call reminders.
- Students of reading were the actors and actresses in the play.
- The play was scheduled in February, so there was enough preparation time in the year, and after winter holidays.

RESULTS:

- Greater parent attendance.
- Level of student participation was heightened; motivation in reading program was improved.

RECOMMENDATIONS AND CONSIDERATIONS:

- Great staff involvement is required to stage a complex program such as a play.
- A series of notifications and reminders works better than a single notice.

TIME SPAN: Once a year

SCHOOL OR DISTRICT: W. W. Samuell High School
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: II-H-7

TECHNIQUE: School Programs: Holiday Events

PURPOSE/REASON: To involve parents in the school's recognition of holidays, what they represent and why they are celebrated.

STRATEGIES AND ACTIVITIES:

- The library was used for research on why the holiday is observed.
- Language Arts classes wrote stories and poems concerning the holiday.
- Math classes figured the costs of parties, refreshments and decorations.
- Art classes made decorations depicting the theme of the day.
- Each classroom was decorated with the holiday theme.
- PTA and Homeroom Mothers were asked to prepare refreshments.
- Classes prepared skits pertaining to the holiday to be presented either in an assembly or in their individual rooms.
- PTA, Homeroom Mothers, parents and interested citizens were invited to attend a party in the room of their choice during the last thirty minutes of the designated day.

RESULTS:

- Everyone was involved, -- parents, students and interested community members.
- The adults had an opportunity to observe the school in a setting other than the academic, but resulting from the study and efforts of all of the students working together.

RECOMMENDATIONS AND CONSIDERATIONS:

- Planning should be in detail to avoid confusion.
- Students should be prepared to act as hosts and hostesses when the adults from the community are in the building.

TIME SPAN: Two to five days in all

SCHOOL OR DISTRICT: Martha Turner Reilly Elementary School
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

CASE NUMBER: II-J-1

TECHNIQUE: Parent Visits: Staggered timing

PURPOSE/REASON: To encourage both working and non-working parents to schedule a visit with teachers.

STRATEGIES AND ACTIVITIES:

- On Spring parent visitation day, four hours were set aside for parents to chat with their children's teachers: 1:15 to 3:15 p.m. and from 4:45 to 6:45 p.m.
- Parents could have conferences with all their children's teachers. (Visitation days are contractual at the request of the teachers' bargaining unit.)
- If a parent got each of his youngster's teachers to sign the free-time slip on the day of the visit, the student got to take one hour off from school. (These "free-time" slips never expire.)
- A six-minute slide-audio cassette program ran continuously throughout the day. The presentation introduced some of the support personnel and gave brief looks at some of the more unusual classes.

RESULTS:

- The parents of 298 students (23.5%) attended.
- Working parents appreciated the chance to visit the school after work.
- The "free-time" slips made students encourage their parents to attend.

RECOMMENDATIONS AND CONSIDERATIONS:

- Principals should give teachers tips on how to handle parent/teacher conferences.
- Teachers will be more enthusiastic about parent visitation days if they are part of the contractual agreement.

TIME SPAN: Twice a year, fall and spring

SCHOOL OR DISTRICT: River Rouge High School
1411 Coolidge Highway
River Rouge, Michigan 48218

IDEAS AND VARIATIONS:

(1) The Wilmington, Delaware Public Schools sponsored a Parent/Teacher Contact Month. More than 2,300 parents were contacted during 3 evening and Sunday sessions.

(2) In the Philadelphia, Pennsylvania school system, parents are required to pick up their children's report cards in December and April, plus attend a brief teacher conference.

CASE NUMBER: II-J-2

TECHNIQUE: Parent Visits: Parent Visitation Day

PURPOSE/REASON: To provide as "regular" a school day setting as possible for parent observation.

STRATEGIES AND ACTIVITIES:

- Classes were "open" all day; parents were encouraged to visit their child's classes at any time during the day and to stay as long as they liked.
- Every parent received an invitation and a copy of the class's daily schedule, to help them plan their visit.
- At recess or break, parents viewed a slide presentation of some of the students' activities.
- Parents had an opportunity to discuss their classroom observations with the teachers.

RESULTS:

- It gave parents a chance to see the school and their child in action.
- It informed parents about school programs.
- It allowed parents and staff to get better acquainted.
- It built support for the school through better understanding.

RECOMMENDATIONS AND CONSIDERATIONS:

- Visitation day should be a regular school day -- not a show.
- Children are often a little reluctant to have their parents visit during school hours.
- Working parents and those who have young children in the home may not be able to attend.
- Student committees and all of the teachers should be involved in planning the day.
- Hosts or hostesses should be at all school entrances, and maps of the building should be available.

TIME SPAN: Once a year

SCHOOL OR DISTRICT: White Church School
Kansas City, Kansas

CASE NUMBER: II-J-3

TECHNIQUE: Parent Visits: Parent/student rap sessions

PURPOSE/REASON: To help create better understanding between the two groups, parents and students.

STRATEGIES AND ACTIVITIES:

- Rap sessions were held between 6th graders and their parents.
- No child was in the same group with his or her parent.
- Following a brief introduction, the group was randomly divided into nine groups.
- Each group had a professional leader.
- The groups discussed such problems as the need for privacy and respect, the importance of assuming responsibility, and the right of a child to select his or her own friends.
- After an hour rap session, a student or parent from each group gave a summary report to the larger group.

RESULTS:

- About 200 parents and children attended.
- The event led to continued discussions between parents and students in the home.
- Students wrote two booklets: "Everything a Parent Should Know About Sixth-Graders" and "When I Am the Parent of a Sixth-Grade Boy or Girl."
- Parents requested a workshop to discuss boy-girl relationships in the sixth grade.

RECOMMENDATIONS AND CONSIDERATIONS:

- Group leaders should have some training in group dynamics so they'll be able to handle any situation.
- A similar rap session for high school students and their parents could help both groups to deal with problems of adolescents.

TIME SPAN: One night, plus preparation time

SCHOOL OR DISTRICT: Davis School
New Rochelle, New York

IDEAS AND VARIATIONS: (1) At Franklin Delano High School in Brooklyn, New York, Open School Day is every day. The Principal wants community members to visit at will.
(2) As a result of parent/teacher conferences at Grant Elementary School on Chicago's West Side, parents and students signed contracts that set up individual learning goals for the student.

CASE NUMBER: II-J-4

TECHNIQUE: Parent Visits: Community visitation

PURPOSE/REASON: To make families of students in the High School Reading Program aware of the program's opportunities and goals, and to open communications between staff and parents.

STRATEGIES AND ACTIVITIES:

. Parents were:
1) recommended for contact by a program teacher, and then invited to the school; brought to the school during class time.
2) greeted by the principal, teachers, pupil personnel and other pertinent staff.
3) given a tour of the library, study halls, gym and classrooms.
4) shown the activities of a typical class in progress.
5) invited to discuss matters with student counselors.
6) treated to lunch as time permitted.
7) provided transportation if needed.
8) introduced to their own child's volunteer tutor, if there was one.

.Faculty
1) identified students whose parents should come.
2) explained the reading program and its goals.
3) demonstrated the program in action in the classrooms.

RESULTS:

. Parents gained a better understanding of the reading program and how their children were being helped.
. Parents and staff developed more mutual understandings.
. Students gained more interest through parents involvement.

RECOMMENDATIONS AND CONSIDERATIONS:

. Parents should be carefully selected to avoid the "open house" feeling.
. Visits should be well planned to allow parents to gain as much knowledge about the program as possible, and allow staff the best opportunities to get acquainted with parents.

TIME SPAN: One day plus planning time for each parent group

SCHOOL OR DISTRICT: W. T. White High School
Dallas Independent School District
Dallas, Texas 75204

IDEAS AND VARIATIONS: Plan could be adapted for any subject, it would not have to be limited to reading program.

CASE NUMBER: II-J-5

TECHNIQUE: Parent Visits: Grade level conferences

PURPOSE/REASON: To meet the parents early in the school year; to share information about the classes; to share information about the students.

STRATEGIES AND ACTIVITIES:

- Teachers and principal meet to make schedule for grade level conferences. Usually two conferences per week are held. Example: First Grade on Tuesday night and Sixth Grade on Thursday night.
- Teachers make suggestions about topics to be discussed; such as, schedule for the school day, various curriculum areas, textbooks used, supplies needed, school policies and procedures, etc.
- Room mothers are asked to provide refreshments to be served after the conference.
- Each family is sent a letter inviting them to the conference.
- Each family is telephoned to remind them of the conference.
- Parents of other grade levels provide baby-sitter service during the conference.

RESULTS:

- Parents know what the teacher expects of the students.
- Parents are familiar with school routine.
- Parents are familiar with the objectives of the teacher.
- Parents have an opportunity to share important information about their child with the teacher.
- Parents have an opportunity to meet new parents in the community.
- Teachers and principal have an opportunity early in the school year to meet parents and work with them in a positive manner in small groups.
- Parents who have more than one child do not have to divide their time between two or more classrooms.

RECOMMENDATIONS AND CONSIDERATIONS:

- This does require more planning than the traditional open house.
- It does require the principal to be at school several nights.
- The benefits in good public relations is worth these two drawbacks.

TIME SPAN: First six weeks of school

SCHOOL OR DISTRICT: Victor H. Hexter Elementary School
Dallas Independent School District
Dallas, Texas 75204

IDEAS AND VARIATIONS:
This program could be adapted to intermediate or secondary levels.

CASE NUMBER: II-K-1

TECHNIQUE: Other Parent Involvement Ideas: Volunteer training

PURPOSE/REASON: To help parents assist their children in educational gains.

STRATEGIES AND ACTIVITIES:

- The volunteer chairperson trained 20 parents and patrons in the "art" of tutoring.
- Those parents were then able to tutor their own children or others'.

RESULTS:

- Parents and patrons appreciated the attention and the tutor training.
- Students were given more educational assistance at home.

RECOMMENDATIONS AND CONSIDERATIONS:

- Volunteer absenteeism can become a problem if a teacher or child is "stood up."
- A teacher or reading specialist should be in the tutoring room at all times, should the parents or patrons need help.

TIME SPAN: Two to six sessions per school year

SCHOOL OR DISTRICT: Reinhardt Elementary School
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: II-K-2

TECHNIQUE: Other Parent Involvement Ideas: Parent/teacher mini-courses

PURPOSE/REASON: To bring talented and interested parents into the school to make their own special contribution.

STRATEGIES AND ACTIVITIES:

- The idea was a result of a teacher workshop that focused on personalizing school public relations.
- Parents and teachers began planning a six-week block of mini-courses, to be held one afternoon a week. Parents would teach and evaluate, too.
- Letters were sent to parents, explaining the project and inviting them to a planning breakfast.
- Parents and teachers developed a timeline, and divided up responsibilities.
- With 100 ideas for mini-courses from which to choose, students each picked three top choices, and the 22 most popular choices were scheduled.
- Parents chose one mini-course to prepare with a teacher.
- Parents helped publicize the events, in addition to acting as teachers and aides.
- Students, parents and teachers evaluated the project verbally and in writing.
- The planners met for another breakfast meeting, to review evaluations and to plan the next round of courses.

RESULTS:

- Teachers' interaction within the building increased.
- Communication between parents and school staff increased.
- Parents and teachers worked together in a relaxed atmosphere.
- The project involved all age groups and many fathers got involved.
- Excitement permeated the school during the project.

RECOMMENDATIONS AND CONSIDERATIONS:

- Evaluation activities were very important in a project this big.
- Applicable to elementary, middle or high schools.

TIME SPAN: Two months

SCHOOL OR DISTRICT: Washoe County School District
425 East Ninth Street
Reno, Nevada 89502

CASE NUMBER: II-K-3

TECHNIQUE: Other Parent Involvement Ideas: A Parent-Child Training Center

PURPOSE/REASON: To permit parents, teachers and children to work together and assist each other in a mutual goal.

STRATEGIES AND ACTIVITIES:

- In the Parent-Child Training Center, parents work one and a half hours per week with their child and one hour every two weeks with other parents.
- With the children, parents and teachers work together in a group, to develop individual and skill-related activities.
- Baby-sitting for younger children is provided.
- In parent meetings, a staff member meets with a small group to discuss common concerns.
- Meetings include discussions on value clarification, communication models and parenting ideas.
- The Center provides a continuing program of home activities for parent and child.

RESULTS:

- Parents, children and teachers work together.
- Parents have a chance to talk with other parents.
- Parents learn about the latest educational theories, practices.
- Parents become teaching partners.

RECOMMENDATIONS AND CONSIDERATIONS:

- Such projects should be run by professionals such as guidance counselors or school psychologists.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Fair Elementary School, 3915 Adair Avenue North (and) Northport Elementary School, 5421 Brooklyn Boulevard Minneapolis, Minnesota

IDEAS AND VARIATIONS:

(1) In Marietta, Ohio, two elementary guidance counselors started parent study groups, in which parents discussed child development and shared concerns.

(2) The Mesa, Arizona schools are sponsoring a series of workshops for families, called "The Family as a Preventive Unit," in which families work and play together, developing skills in problem solving and self-awareness.

(3) In Ferguson-Florissant School District, Missouri, more than 95% of the parents are involved as "teaching partners." A "Home Activity Guide" on early childhood education is published and given to parents.

CASE NUMBER: II-K-4

TECHNIQUE: Other Parent Involvement Ideas: Block Parents

PURPOSE/REASON: To keep children safe, going to and from school, and to get community people involved in a common cause.

STRATEGIES AND ACTIVITIES:

- The PTA organized the block parents effort.
- Applications were sought from community residents, to become block parents.
- Applicants were screened, and two were chosen in each block. Those who were selected were to serve as safety stops for children who are having problems.
- Emblems of a hand were placed in the wirdow of each block parent's home so children could easily identify them.
- Block Parents:
  - are trained to handle emergencies, but they do not give any medicine to a child.
  - watch for suspicious persons.
  - contact parents if a child is slightly injured; contact the police if there is a serious case of injury.
  - keep logs, listing the names, problems and dates of all activities.

RESULTS:

- Children were kept safe on the way to and from school.
- Got parents involved and working together for a mutual benefit.

RECOMMENDATIONS AND CONSIDERATIONS:

- The project should be thoroughly explained to children.
- The principal and staff should be very involved in the project -- if parents don't initiate it, staff could. Child safety is serious concern everywhere.
- Block parents do not necessarily have to be parents of young children themselves. Senior citizens make ideal block parents, if they are interested.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Briarglen Elementary School
Union Public Schools
Tulsa, Oklahoma

CASE NUMBER: II-K-5

TECHNIQUE: Other Parent Involvement Ideas: Partners in Education

PURPOSE/REASON: To increase communications and to develop shared accountability with parents through involvement with their children's learning of basic skills.

STRATEGIES AND ACTIVITIES:

(1977-78 is the second year in this three-year program, with measurements made annually. The following took place in 1976-77.)

- An individualized set of learning goals was made for each child.
- A parent/teacher conference was scheduled for each student in the program, and the child's learning goals were shared with the parents (or their volunteer substitute).
- The business community cooperated, to allow time off for working parents so that they could attend the teacher conferences.
- Directors of the program went out to local schools to introduce the program.
- Staff went out to local schools to conduct orientations for reading volunteers.
- A "Tips for Parents" book was written (in English and Spanish) and a copy was given to each family that had a child in the program.
- Administration set up a systematic process for shared accountability between the home, the school and the community. Each student's progress in reading/writing/computing was to be monitored throughout the year.

RESULTS:

- Thousands of parents who might not otherwise have become involved in their children's educational progress, did take part in the program.
- Hundreds of area businesses participated in time-release efforts (with the assistance of the Chamber of Commerce), and became aware of the school system's determination to succeed with community help.
- A uniform management system for shared accountability and progress of individual students was set in motion.
- Thousands of students began to benefit from parent support at home and/or volunteer assistance at school.

RECOMMENDATIONS AND CONSIDERATIONS:

Orientation and special courses must be given the administrators as well as extensive staff development to attain the goals of:

1) improving the administration of tests and the use of test results;
2) utilizing various alternatives of grouping students;
3) developing a well-balanced reading program in each school;
4) improving reading instruction to attain the stated goals;
5) managing the multiplicity of pupil assessment activities needed in the shared accountability model;
6) improving the conducting of parent conferences;
7) providing training for parents in the use of "Tips for Parents" and tests.

TIME SPAN: Three years

SCHOOL OR DISTRICT: Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

CASE NUMBER: II-K-6

TECHNIQUE: Other Parent Involvement Ideas: Hop-A-Bus

PURPOSE/REASON: To offer parents an opportunity to experience the bus ride their children take each day and to acquaint parents with behavior expected of their children on the buses, to allow interaction and to create positive attitudes toward busing.

STRATEGIES AND ACTIVITIES:

- Bus riding workshop -- survey of interest.
- Mail notice of HOP-A-BUS time and route.
- Promote parental participation by telephone and personal contact.
- Reminder note sent home by staff member riding bus.
- At building program: Student production on bus safety.
  Discussion period.
  Refreshments.

RESULTS:

- Excellent attendance and participation.
- Atmosphere was relaxed.
- Many compliments were paid the school during the discussion.
- Parents gained a better understanding of busing situations.
- Parents gained better understanding of behavior required of students on buses in the light of safety.
- Many parental concerns about busing were alleviated or eliminated completely.
- For some parents this was their first visit to the school.

RECOMMENDATIONS AND CONSIDERATIONS:

- Care should be taken in scheduling buses.
- Regular bus driver, or monitor, should act as a tour guide.
- Some parents drove their own cars instead of riding the bus.

TIME SPAN: One night

SCHOOL OR DISTRICT: Rufus C. Burleson Elementary School
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

CASE NUMBER: II-K-7

TECHNIQUE: Other Parent Involvement Ideas: Early Childhood Center

PURPOSE/REASON: To involve parents before child reaches school age. (Early Childhcod Special Education)

STRATEGIES AND ACTIVITIES:

- Set up Early Childhood Center.
- Early childhood teachers offer 'parenting' sessions.
- Parents get acquainted and share concerns with other parents.
- Parents prepare and construct learning materials to use at home.
- Parents have access to lending library for both parents and children.
- Parents have access to a toy lending library.
- "Child Chatter", a parenting newsletter is sent home each month with additional suggestions about parenting.

RESULTS:

- Parents gain information about being a better parent, understanding of early childhood problems and how to cope with them. Gain understaning of learning processes and tools used in teaching.
- A mutual bond is formed between parents of the same community.
- Parents develop the habit of being involved in school activities.

RECOMMENDATIONS AND CONSIDERATIONS:

- Have a room that can be used to house this activity.
- Contact local merchants to donate materials needed.
- Have parenting sessions and following discussion periods well planned.
- Provide transportation (car pooling, etc.)
- Provide refreshments.
- Provide babysitting services.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Phyllis Wheatley Elementary School
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

IDEAS AND VARIATIONS:

Would be applicable in any school, not necessarily within the scope of Special Education.

CASE NUMBER: II-K-8

TECHNIQUE: Other Parent Involvement Ideas: Parenting Workshop

PURPOSE/REASON: To have parents study and become better informed on the basics, principles and methods of child-training.

STRATEGIES AND ACTIVITIES:

- The workshop was conducted very informally, and everyone was encouraged to make a contribution and give their ideas.
- The format of the workshop involved reading, discussion, exercises reflecting typical concerns, encouragement of and by participants, and finally, the application of the techniques in the parents' own homes.
- Newsletters were sent out and telephone callers contacted and reminded the parents.
- Baby sitters were provided by the student council members.
- Bus transportation was also provided by ESAA funds.

RESULTS:

- The workshop progressed more each session.
- Attendance was very good, including the parents from some poor areas that had not participated fully in the school activities before.
- Parents expressed some positive responses, and were able to disagree with each other in a very friendly manner.

RECOMMENDATIONS AND CONSIDERATIONS:

- This school has a wide cross-section of patrons, from wealthy professionals to welfare recipients, with widely differing backgrounds. This workshop provided an opportunity for various "cultures" in the school to get to know each other better.
- The room in which the meetings are held should be large enough to accommodate several smaller discussion groups at one time.
- For help in conducting the actual workshop, refer to "Parent's Handbook" by Don Dirkmeyer and Gary D. McKay.

TIME SPAN: 6 - 8 weeks

SCHOOL OR DISTRICT: David G. Burnet Elementary School
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: II-K-9

TECHNIQUE: Other Parent Involvement Ideas: Parenting Workshops throughout year

PURPOSE/REASON:
1) To help parents find more effective ways of relating to their children.
2) To provide a realistic approach, through working with other parents and instructors, to parent-child relationships.

STRATEGIES AND ACTIVITIES:

- Workshops were publicized through written communications, radio announcements, telephone calls, posters placed strategically, and announcements at other parent meetings.
- Transportation was provided where needed.
- Materials and handouts were prepared in advance, and were provided free.
- A congenial atmosphere was established and refreshments were served.
- Follow-up contact was made after each session to keep parents coming back.

RESULTS:

- Parents assisted in the big task of child rearing, educational support.
- Goodwill was fostered between parents and the school, because of this "extra" offering.

RECOMMENDATIONS AND CONSIDERATIONS:

- Because several "feeder" schools were involved in this one receiving school, the program allowed for more cross-community understanding, that might not have been possible otherwise.
- Various ethnic and economic groups seemed to relate well in this one set of shared goals.
- This type of program should be planned on a continuing basis.

TIME SPAN: During one school year

SCHOOL OR DISTRICT: Sudie L. Williams Elementary School
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

IDEAS AND VARIATIONS: This might be adaptable to high school "parenting" problems, too.

CASE NUMBER: II-K-10

TECHNIQUE: Other Parent Involvement Ideas: STEP into Spring

PURPOSE/REASON:
1) To help parents improve communications between themselves and their children.
2) To help parents learn how to use encouragement to develop listening and problem-solving skills in their children.

STRATEGIES AND ACTIVITIES:

- Five sessions based on STEP (Systematic Training for Effective Parenting) were conducted.
- Publicity was centered around a school Open House, at which parent education materials were distributed, and invitations were extended for interested parents.
- The parenting group and its goals were described in the school newsletter.
- Phone contacts with interested parents determined the most popular meeting time.
- A place for holding the sessions was acquired and parents were notified of the time and place by postcard.
- An evaluation sheet was filled in by each parent who attended the final session.

RESULTS:

- Parents provided encouragement for each other, shared concerns, and learned that their problems were not unique.
- Parents became more aware that their own behavior may have influenced some of their children's undesirable behaviors or negative attitudes.
- Parents were exposed to some effective ways of relating to their children and were given opportunities to implement these at home.
- Some parents sought additional counseling as a result of the workshop.

RECOMMENDATIONS AND CONSIDERATIONS:

- The STEP program that is described here is not applicable to all parents, nor is it suited to dealing with deep-rooted problems.
- If possible, know the make-up and needs of your parents before determining what approach to utilize in regard to parent education.

TIME SPAN: 2 months

SCHOOL OR DISTRICT: Lakewood Elementary School
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: II-K-11

TECHNIQUE: Other Parent Involvement Ideas: Game Workshop

PURPOSE/REASON: To make a set of games:
1) to be placed in the library for teachers to check out as needed, and,
2) to reinforce the reading skills that the students have already learned.

STRATEGIES AND ACTIVITIES:

- A game was made to correspond to each unit in the readers, from first grade to sixth grade level.
- A notice was sent home with students, asking parents to help.
- All materials were furnished for the volunteers' use.
- A place was arranged for the care of small children belonging to volunteers.

RESULTS:

- Games were completed for first, second and third grade units.
- Games were placed in a file and labeled, so teachers now can find games without help.
- The games enable students to reinforce learning in a fun situation.

RECOMMENDATIONS AND CONSIDERATIONS:

- It is wise to plan the workshops at the early part of the year, for greater participation and enthusiasm on the part of parents.
- The workshop methods work on preparing math games as well as reading games.
- You might want to assign mothers from a certain class to make games for that class first; there is incentive in making things your own student or his/her friends might use. Competition might also enter the situation (which class can have the most participants, etc.).

TIME SPAN: As needed throughout the school year

SCHOOL OR DISTRICT: Bayles Elementary School
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

IDEAS AND VARIATIONS:
At John Q. Adams Elementary School, Dallas, Texas, the workshop technique was also utilized to produce learning materials for use in Math as well as Reading and for home use as well as use in the classroom.

CASE NUMBER: II-K-12

TECHNIQUE: Other Parent Involvement Ideas: Eliminating student tardiness

PURPOSE/REASON: To encourage parents to get children to school on time.

STRATEGIES AND ACTIVITIES:

- If students are not in their seats in their classrooms when the morning tardy bell rings they are to go to the auditorium (or other appointed place.).
- A card file is kept of tardy students (morning and between classes)
- Each card shows student's name, section, dates of tardies, record of excuses written by parents, times, and parent's phone.
- Should a student have two tardies without an excuse from a parent (or person bringing student to school) a phone call is made immediately to the parent.
- If a child continues to be tardy in situations which the parent considers to be the fault of the child, a parent conference with the principal is requested (with the student present).

RESULTS:

- Fewer repeaters with unexcused tardies.
- Additional awareness of the tardy deadlines on the part of the parents.

RECOMMENDATIONS AND CONSIDERATIONS:

- We have conceived no fair way to handle the children who continue to arrive late regularly with written excuses from their parents after numerous phone calls and personal contacts have not helped.
- This method seems to be much more effective than leaving it to individual teachers, who do not have the time to handle these situations immediately.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: George W. Truett Elementary School
Dallas Independent School District
Dallas, Texas 75204

IDEAS AND VARIATIONS:
This program could be adapted to secondary level and still be very effective.

CASE NUMBER: II-K-13

TECHNIQUE: Other Parent Involvement Ideas: Arts Week

PURPOSE/REASON: To expose the students to various art forms.

STRATEGIES AND ACTIVITIES:

- A program was given by the students from the Arts Magnet High School portraying people finding themselves through the art forms of sculpture, ballet, acting and music.
- SMU students helped art students build hot air ballons which were flown the next day.
- Parents, SMU students and faculty members taught classes after school in everything from juggling and modern dance to scrap wood sculpture and stage combat.
- SMU teachers and graduate assistants also helped students make a model of Noah's Ark, complete with animals, and a haunted house.
- Materials were donated by the SMU Art Education Department.

RESULTS:

- Students achieved a broader view of the art forms.
- Attitudes of the students toward cultural arts improved as they had more direct contact and exposure to them.
- Benefits were derived by both the adults and the students through the interactions of the week and in many cases the activities encountered continued to be of interest after the week of activities at school was over.

RECOMMENDATIONS AND CONSIDERATIONS:

- Due to the many varied activities involved, detailed planning must be done ahead of time.
- It is more important to meet the needs of the students in the activities scheduled than to create the interest during the activities themselves.

TIME SPAN: One week

SCHOOL OR DISTRICT: Dan D. Rogers Elementary School
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: II-K-14

TECHNIQUE: Other Parent Involvement Ideas: Parent Education Program

PURPOSE/REASON: To inform and involve parents in the DISD K-3 curriculum.

STRATEGIES AND ACTIVITIES:

- An audio-visual presentation on K-3 curriculum was made.
- A calendar offering an activity for each day of the year was given to parents.
- Workshops were scheduled for making learning games.
- Learning game packets were developed.
- A booklet suggesting learning activities for summer was created.
- A cooperative effort with Visiting Teachers Services produced "Home Visits", a booklet on the "how-to's" of home visiting.

RESULTS:

- The products with a unique "Fuzzy" motif developed through this program are available for use in District K-3 schools.
- Strategies have been outlined in a book, "Fuzzy's Fun Ways to Involve and Inform Parents in K-3 Curriculum".
- Products are available for inspection in the Parent Materials and Information Center, Room 213, Dunbar Community Learning Center.

RECOMMENDATIONS AND CONSIDERATIONS:

- This program address only the need to involve parents in curriculum and to assist parents in becoming effective extensions of the school program.
- This technique combines a variety of activities; diversity in communication and programming is necessary for successful parent involvement/education.

TIME SPAN: One year

SCHOOL OR DISTRICT: Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204
Schools Involved: Arthur Kramer Elementary
Victor Hexter Elementary
R. C. Buckner Elementary
Arcadia Park Elementary
R. L. Thornton Elementary
Paul L. Dunbar Elementary
St. Anthony's Parochial School

CASE NUMBER: II-K-15

TECHNIQUE: Other Parent Involvement Ideas: Reducing Vandalism

PURPOSE/REASON: To reduce vandalism and maintenance costs.

STRATEGIES AND ACTIVITIES:

- Parents and residents drive slowly by schools and into parking lots shining their lights on the buildings in the late evening, or weekends and during vacations.
- School neighbors are encouraged to walk around the buildings periodically.
- Signs on each school say, "This School is Protected by Community Residents and Parent Patrols"

RESULTS:

- Vandalism dropped considerably -- particularly the number of broken windows was reduced.
- The program worked because of the unpredictability of such visits.

RECOMMENDATIONS AND CONSIDERATIONS:

- Interest may fall off -- it helps if the principal maintains a personal relationship with parent and community volunteers.
- The program may require some staff supervision.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Osseo, Minnesota

IDEAS AND VARIATIONS: In Los Angeles, adults have been recruited to act as block parents to patrol the schools on a rotating basis with other parents to reduce vandalism.

CASE NUMBER: II-L-1

TECHNIQUE: Classroom Speakers: Operation Gold Rush

PURPOSE/REASON: 1) To tap the experiences and skills of community residents on a pilot basis, and
2) To bring students, teachers and community members closer together.

STRATEGIES AND ACTIVITIES:

- Mailed a brochure to all adult residents, asking them to come into the schools to talk with groups of students about their jobs, hobbies, trips or other interests.
- Brochure included a tear-off response so people could check the areas they were interested in talking about, and mail it in.
- A resource coordinator put together a central file of volunteers and their topics.
- In planning lessons, teachers contacted the resource coordinator, who in turn contacted a community resident who was willing to speak on that topic.

RESULTS:

- The Program Operation Gold Rush was originally planned as a pilot project in one school; but response was so good in the community that it was expanded to other schools.
- Volunteers from a variety of occupations and with a variety of hobbies responded.
- Students, teachers and participants from the community were positive about personal gains and good relationships coming from this project.

RECOMMENDATIONS AND CONSIDERATIONS:

- The central file should be kept up to date. Citizens should be contacted periodically to see if they're still available for school visits.
- Students and community visitors should be asked to evaluate their experiences, so that feedback and improvements can be achieved.
- Every effort should be made to welcome community resource people into the schools.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Monroe Township School #2, Applegarth-Prospect Plains Road, Cranbury, New Jersey 08512

IDEAS AND VARIATIONS: In Peters Township, Pennsylvania, an elementary school librarian compiled a file of names of local residents with special talents and skills. Each fall he surveys the community to up-date the file.

CASE NUMBER: II-L-2

TECHNIQUE: Classroom Speakers: On the judicial system

PURPOSE/REASON: 1) To familiarize students with the judicial system, and
2) To acquire school supporters from among the law-related professions.

STRATEGIES AND ACTIVITIES:

- A county prosecutor was assigned to each secondary school in the county.
- The prosecutors arranged courtroom tours and spoke to classes on law-related topics.
- Local attorneys arranged mock trials in which attorneys played the roles of prosecutors, defense lawyers and judges.
- Students participated in the mock trials as defendants, witnesses and jury.
- This program had the support of the State Attorney's office.

RESULTS:

- Students did get firsthand exposure to the judicial system, explained to them by professionals in the field.
- Local attorneys became school supporters through this involvement.
- The trials became the most popular parts of the program.

RECOMMENDATIONS AND CONSIDERATIONS:

- Even though the trials showed the most glamorous part of a lawyer's job, the participating attorneys still felt that students got a more accurate picture from the mock trials than from television dramas.
- Support by the local or state bar or attorney's office is ideal.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Baltimore County, Maryland

IDEAS AND VARIATIONS: (1) In the Washington Township High School in New Jersey, local police help teach driver education by making regular visits and presentations.

(2) Many teachers invite parents to share special skills by making class presentations. One primary teacher invited parents to just set up shop in a corner of the room. As children got interested, they drifted over to watch, ask questions and help, though there was no formal presentation.

CASE NUMBER: II-L-3

TECHNIQUE: Classroom Speakers: Entertaining assemblies

PURPOSE/REASON: To bring "live" entertainment to students, to enhance the learning experience and to give the students a break from the usual routine.

STRATEGIES AND ACTIVITIES:

- Located wholesome entertainment that could come to the school, that had presentations appealing to young students.
- Scheduled a program a month, excluding holiday months when the students would put on their own programs.
- Announced the type of programs in advance to the faculty, so they might prepare the students for the type of program being offered.

RESULTS:

- The programs were good learning experiences for the children.
- Helped students be more aware of the world around them.
- Attendance at special programs created incentives for good behavior.
- Some programs reinforced known facts learned in the classroom.

RECOMMENDATIONS AND CONSIDERATIONS:

- It is important to be constantly on the look-out for free entertainment.
- Some entertainment possibilities are not able to serve during school hours.
- Plans should be finalized well in advance, with double-checks as time approaches.
- Selection of programs should center on student appeal as well as educational content.
- This is a good vehicle to help create a relaxed atmosphere where many children are bused in from different neighborhoods, if the selection of the program is not particularly identifiable with any of the feeder neighborhoods.

TIME SPAN: Throughout the school year

SCHOOL OR DISTRICT: Rufus C. Burleson Elementary School
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

CASE NUMBER: II-L-4

TECHNIQUE: Classroom Speakers: Career Day

PURPOSE/REASON: To give sixth graders an understanding of various professions and trades, and to allow students to communicate with professionals, one-to-one.

STRATEGIES AND ACTIVITIES:

- Sixteen speakers were invited to give a description of their job.
- Speakers were to tell what the educational requirements are for their jobs, and the benefits.
- Groups of not more than 10 students attended the various presentations, and question/answer periods were built in to the agenda.
- Each student chose 4 speakers (or four careers) to visit; the selection was made one week ahead of Career Day.
- Some of the professions represented were: lawyer, model, computer technologist, airline stewardess, transportation (bus driver), educator, etc.
- A bell was rung after each session so that students would know to go to the next speaker. Each student had a list of his four selections.
- A luncheon was given in honor of the community speakers, after the Career Day.

RESULTS:

- Students really listened and learned; attention span was not taxed.
- Each student had exposure to 4 different career choices.
- Students were introduced to the Magnet High School concept, and began thinking about which ones might interest them.
- There was a good working relationship between students and adults.
- Goodwill was generated between the school and the speakers who donated their time.

RECOMMENDATIONS AND CONSIDERATIONS:

- Start calling for speaker scheduling quite early; busy people get "booked up" far ahead.
- Have posters at the place where each speaker will be presenting his/her information, identifying the career.
- Have the Principal of the school send a thank-you letter afterward, inviting the guest speakers to the luncheon. Encourage ideas and feedback from the community participants.

TIME SPAN: Once a year, at least

SCHOOL OR DISTRICT: Bayles Elementary School
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

IDEAS AND VARIATIONS: This is very adaptable to middle and high school levels, too.

CASE NUMBER: II-L-5

TECHNIQUE: Classroom Speakers: Presentation of Countries Week

PURPOSE/REASON: To acquaint students with cultures of other countries.

STRATEGIES AND ACTIVITIES:

- Parents who were born, had lived or traveled in another country were asked to share their experiences.
- Parents brought slides, pictures and souvenirs of another country to show the students.
- After the "show and tell" portion by the parents, the students were allowed to ask questions and discuss the various cultures with a knowing person.
- The parents were also invited to eat in the cafeteria which served dishes from a different country each day.

RESULTS:

- Parents became involved in livening up the social studies classes.
- Students were given a firsthand description of people and the way they live in other countries.
- Greater understanding of each other was attained among the students.

RECOMMENDATIONS AND CONSIDERATIONS:

- Students gain more from each presentation when they have been briefly introduced to the subject by the teacher before the parent's presentation.
- Parents should be somewhat prepared beforehand about the reactions they might expect from the classes.

TIME SPAN: One week

SCHOOL OR DISTRICT: Dan D. Rogers Elementary School
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: II-L-6

TECHNIQUE: Classroom Speakers: Use of SPARK Program

PURPOSE/REASON: To use the wealth of human resources in the community to enrich the educational program.

STRATEGIES AND ACTIVITIES:

- Each school has a directory containing available topics.
- Teachers use the directory to find persons who will enrich a special area of study.
- Teacher makes request for selected volunteer through SPARK coordinator at School Volunteer Office.
- School Volunteer Office gives SPARK coordinator names and phone numbers of appropriate SPARK volunteers.
- The teacher then makes arrangements with the volunteers.
- The SPARK volunteer makes his/her presentation to class.
- Each presentation is evaluated by SPARK volunteer and the teacher.

RESULTS:

- The personal presentation by the volunteer offers the student the opportunity for deeper inquiry into the area of study.
- Volunteer has opportunity to become involved in and observe school.

RECOMMENDATIONS AND CONSIDERATIONS:

- Teacher must be in classroom during presentation.
- Students should be prepared beforehand for topic to be presented.
- Discussion should be planned for after the following presentation.
- Teacher should greet volunteer and inform him/her of the grade level, etc.
- A file of resource people from the immediate community should be kept in each local school building.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

IDEAS AND VARIATIONS: This program is applicable to all educational levels.

CASE NUMBER: II-L-7

TECHNIQUE: Classroom Speakers: "Adopt-A-Class"

PURPOSE/REASON:
1) To encourage and promote business contacts and input in the school curriculum, and
2) To provide visual role models for the students.

STRATEGIES AND ACTIVITIES:

- The Experienced Based Career Education cluster was compromised of ten classes of ninth grade students. The program was arranged through the Junior Achievement of Dallas to have each of these classes adopted by a prominent Dallas business or organization.
- The business furnished an employee to conduct class for these students one day a week for twelve weeks.
- Subject areas ranged from the Free Enterprise System to everyday life skills--such as the opening of a checking account.
- The students toured the buildings of the adopting companies.

RESULTS:

- Each company became very "turned on" by their actual contact with the students.
- Students felt that they were receiving "firsthand" information instead of the traditional textbook material.
- Businesses felt that the school was sincerely interested in their input and suggestions.
- Businesses developed a better understanding of teacher-student relationships.
- Businesses saw definite needs within the school and were instrumental in fulfilling these needs.

RECOMMENDATIONS AND CONSIDERATIONS:

- The "Adopt-A-Class" teacher should be genuinely interested in the businessman's new role -- not just obligated because their superior told them to do this.
- The classroom teacher should always be present to provide assistance.

TIME SPAN: 12 weeks

SCHOOL OR DISTRICT: Business and Management Center
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

CASE NUMBER: II-M-1

TECHNIQUE: Community Meetings: With the Board and Administrators

PURPOSE/REASON: To provide direct contact between school patrons and decision makers.

STRATEGIES AND ACTIVITIES:

- Six area community meetings were held in schools in various parts of the county.
- News releases and public service announcements encouraged parents and citizens to attend.
- School board members and central office personnel attended all meetings.
- Meetings opened with a slide presentation about the school system.
- Parents and citizens were given a chance to ask questions.
- Parents could submit written questions to be answered by letter (if they so chose) -- and answers came from the public information office.
- Refreshments were served at the meetings by the school.

RESULTS:

- Board members and central office staff had a chance to hear citizen concerns.
- Citizens became better acquainted with board members and central staff.
- Between 80 and 90 percent of the parents who attended thought the meetings should be continued.
- Parents and others felt they were better informed about the total operation of the system; they suggested topics to be covered at other meetings.

RECOMMENDATIONS AND CONSIDERATIONS:

- To make discussion flow more easily, break the larger group into small discussion groups with various topics of interest at each grouping.

TIME SPAN: Six meetings per year

SCHOOL OR DISTRICT: Mobile County Public School System
Mobile, Alabama

CASE NUMBER: II-M-2

TECHNIQUE: Community Meetings: Strategies for planning

PURPOSE/REASON: To "cover all bases" in advance of a community meeting.

STRATEGIES AND ACTIVITIES:

. In advance:
1. Set aside time, date and place for meeting with help of teachers, aides and principal.
2. Write a letter for parents (if a special program is to be dealt with, choose those parents selectively), stating the purpose, date and particulars of the meeting.
3. Have the appropriate resource teacher and principal approve the letter going to parents.
4. Reserve appropriate films or audio/visual presentations to be shown at the meeting.
5. Plan for principal to greet parents; resource teacher to discuss classroom procedures; and a school liaison to discuss the students' responsibilities, along with the liaison's role in the community.
6. Plan for the purchase and serving of refreshments.

. On the day of the meeting: Arrive early to set up tables, refreshments, etc.
. Have teachers, aides and principal greet and seat parents and participants.
. Have printed agenda.
. Introduce and show film or other presentation materials.
. Discussion period afterward, followed by informal get-acquainted session and refreshments.

RESULTS:

. The main staff people who deal with the student in whatever program will have been seen personally by the parents of those students.
. Questions of a general nature will be helpful to all parents (Encourage all personal questions about a specific student to be dealt with privately by appointment with appropriate staff member).
. Parents will not feel isolated if they meet other parents in that program.

RECOMMENDATIONS AND CONSIDERATIONS:

. Follow-up is vital: here are some suggestions...
  . Randomly select a few parents who attended, and ask for opinions of the meeting, by phone or visit.
  . Give questionnaires to participants, seeking comments on the program, the meeting, the school, etc.
. If many neighborhoods are represented in a single school, transportation arrangements may have to be made.

TIME SPAN: Minimum of one meeting per special program per school year

SCHOOL OR DISTRICT: Woodrow Wilson High School
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

CASE NUMBER: II-N-2

TECHNIQUE: Adopt-A-School Program: The VIPS

PURPOSE/REASON: To match the interests and skills of each adopting organization with the school that could most use those skills.

STRATEGIES AND ACTIVITIES:

- The VIPS (Volunteers in Public Schools) match the interests of each "adopting" organization with the appropriate school.
- Time is flexible: VIPS encourage organizations to release their employees for at least two hours per week.
- The business can begin one project in the adopted school and expand later.
- The firm can plan enrichment activities based on their expertise; for example, IBM employees conducted a series of economic workshops at Lincoln Junior-Senior High School.
- Other firms just let volunteers fill whatever spots were needed at the school.
- VIPS provide expert training for any and all volunteers.

RESULTS:

- Business and industry contribute much toward the enrichment and improvement of the public school offerings.
- Good schools make the community increasingly attractive for future business development.
- Students benefit by volunteer participation; conversely, volunteers learn a lot and are greatly rewarded by volunteer activities with the students.

RECOMMENDATIONS AND CONSIDERATIONS:

- The program should be initiated and coordinated by a well-organized group of volunteers or central school staff.
- Some communications vehicle should be established to inform participating businesses, the volunteers, and the public of positive outcomes of the program.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Houston, Texas

IDEAS AND VARIATIONS: In Detroit, Michigan, the Chrysler Corporation adopted a high school, and turned a wing of the school into an automotive training center. They also set up a job placement center for the students.

CASE NUMBER: II-N-1

TECHNIQUE: Adopt-A-School Program: Business Employee Release-Time

PURPOSE/REASON: To guarantee regular commitment of volunteers, and to allow working citizens to participate in school activities.

STRATEGIES AND ACTIVITIES:

- This program was organized and implemented in cooperation with the San Francisco Education Auxiliary (SFEA).
- Through the SFEA, several business firms made school work part of the regular work week for employees. (Specific times are scheduled for each one.)
- School work can take the form of tutoring, career counseling or enrichment.
- Some of the cooperating companies include: Pan American Airways, Standard Oil of California, Metropolitan Life Insurance, Pacific Telephone, Pacific Gas and Electric, United Air Lines and the Bank of California.

RESULTS:

- The company gets a return of greater employee interest, productivity and awareness of the schools and the company's civic involvement.
- Students benefit from the expertise of these business employees.
- Teachers have a wider range of resources from which to draw.

RECOMMENDATIONS AND CONSIDERATIONS:

- Such a project might be more difficult to set up on a smaller scale.
- It is ideal to have some vehicle of communications between the schools and the active companies so each one knows what the other is doing (in addition to competition for the "best participation", new ideas are circulated and generated).
- If possible, good publicity should be arranged, so companies who participate get good community and public relations fallout as incentives.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: San Francisco, California

IDEAS AND VARIATIONS: Business volunteers in New York City schools are divided into two categories:
(1) released-time volunteers, where the company releases employees on company time on a regular basis, and
(2) donated-time volunteers, where volunteers donate tim at their own expense to the program.

CASE NUMBER: II-N-3

TECHNIQUE: Adopt-A-School Program: Developing In-Depth "Adoptions"

PURPOSE/REASON: To maximize participation of an adopting group in a school.

STRATEGIES AND ACTIVITIES:

- The Exchange Club of Dallas voted to adopt this elementary school.
- The principal made phone contact with the president of the club.
- The club chose one man to be the contact/liaison with the school.
- The president and liaison man visited the school.
- A meeting was held for several interested club members, in which a tour of the school and a discussion of school needs were part of the agenda.
- The club participated on two levels: recruiting member volunteers, and donating specific funds and materials.

RESULTS:

- Regular volunteers were recruited, trained and served at the school from this club.
- Gifts of special books (low vocabulary, high interest) for needy children were made through the RIF, Reading Is FUNdamental, program.
- In addition to tutoring, enrichment activities were offered to students.
- Members helped carry good reports to and from the Exchange Club, about the particular school and about the district as a whole.

RECOMMENDATIONS AND CONSIDERATIONS:

- Depending on the membership of the club (if it mostly consists of active businessmen), your volunteers may only consist of their retired members.
- Constant "reinforcement" and evaluation time is needed, to assure that volunteers are properly challenged, and feel well used by the school. (Flexibility should be built in, so changes can be made as needed.)
- It is ideal to have the club's contact person serve on the school's community advisory or other community-type committees, to see the school in action as much as possible, and to know its internal dynamics.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: George W. Truett Elementary School
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

IDEAS AND VARIATIONS:

This school was also adopted by a church. All of the above steps applied; plus, the church offered the use of the church bulletin for recruiting volunteers, and keeping school information in front of the congregants. Also, announcements from the pulpit were offered by the minister.

CASE NUMBER: II-N-4

TECHNIQUE: Adopt-A-School Program: A reversed adoption approach

PURPOSE/REASON: To motivate a nearby shopping center to relate to a school.

STRATEGIES AND ACTIVITIES:

- Businesses had been adopting schools in this city, filling educational needs.
- The process was reversed and the school "adopted" the shopping center.
- The adoption was initiated through personal contacts, newsletters, and telephone contacts.
- At Christmas, the school choir sang in the shopping center.
- PTA had their bake sale in the shopping center.
- As merchants in the shopping center reciprocated with acts of assistance to the school, letters of thanks were sent.
- Children took pride in the center -- picked up paper as they passed through, showed respect for the property, etc.

RESULTS:

- Shopping center businesses responded.
- Tour of ice cream manufacturing plant was arranged.
- Children were given ice cream treats.
- Bank sent representative to the school.
- Apprentice program was set up for outstanding math students to allow them to work in the bank for a short time.

RECOMMENDATIONS AND CONSIDERATIONS:

- School must have its needs identified and the program well organized.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Reinhardt Elementary School
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

IDEAS AND VARIATIONS:

This program could be adapted to a nearby industry as well as a shopping center.

CASE NUMBER: II-N-5

TECHNIQUE: Adopt-A-School Program: How to get an adoptor

PURPOSE/REASON: To have a business or organization adopt a school and provide for some of the needs of the school over and above the school budget.

STRATEGIES AND ACTIVITIES:

- Develop a list of prospective adoptors and prioritize the list according to the school needs and your estimate of the possibility of adoption by that business or organization.
- Develop a descriptive proposal setting forth the school's needs, how the proposed adoptor could be of assistance and how their assistance could be used.
- Contact the business or organization (preferrably in person), speak to the owner or manager and present your proposal in written form for his consideration.
- Follow your solicitation call with a letter thanking them for their time and consideration and offer any assistance possible to them to encourage their acceptance.
- If there is no response, wait two or three weeks and make a discrete and tactful phone call inquiring about their interest in the matter and thanking them for their consideration.
- If they are interested...don't hesitate to get them involved.

RESULTS:

- If your list of prospects has been carefully composed and your proposal has been properly presented and shows a sincere need of the school, where the assistance requested is well within reason, you will probably have acquired an adoptor.
- Most businesses and organizations realize their assistance to a school is assistance to the entire community and their contributions will also be beneficial to the adoptor.

RECOMMENDATIONS AND CONSIDERATIONS:

- Make your call in person.
- Be certain you are well acquainted with your school's needs, the programs being offered in the school and be sure you know your community.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Henry W. Longfellow Elementary School
Dallas Indepenent School District
3700 Ross Avenue
Dallas, Texas 75204

IDEAS AND VARIATIONS: At Walnut Hill Elementary School, Dallas, Texas, Norma Griffitts, Community Specialist, uses a similar approach and reports, "I have not been turned down on any proposal I have put before a business or organization."

CASE NUMBER: II-O-1

TECHNIQUE: Coffee Klatches: The Coffee Club

PURPOSE/REASON: To promote better communications and goodwill between the school and its patrons.

STRATEGIES AND ACTIVITIES:

- Coffee Club meetings were scheduled at the principal's request.
- Colorful invitations were sent home with the children whose parents were participating in this activity.
- Personal invitations were followed up by the "telephone tree" method
- A location -- the most attractive room in the building -- was chosen: here it was the school library, with plants and carpeting.
- A format was established: no agenda, with an informal and relaxed atmosphere prevailing.
- Refreshments, usually coffee and sweets, were included at all meetings.
- Staff members attended, as well as parents.

RESULTS:

- This was a good way to identify problems and concerns of parents.
- This was a good opportunity for the school to present its needs to a prospective group of volunteers (or a group of actual volunteers).
- Better communications between the school and homes were established, in a non-threatening atmosphere.
- Goodwill was generated between parents who had students within the school, reducing isolation of individual parents, who might not have been active in their own neighborhood or community.

RECOMMENDATIONS AND CONSIDERATIONS:

- This school had children bused in from two feeder schools with both welfare recipients and middle class families. These coffee club get-togethers provided a neutral setting for a variety of people to meet in a casual atmosphere, and to get to know each other better.
- This was a good opportunity for school personnel to interact with patrons.

TIME SPAN: At least one "meeting" during each quarter or semester

SCHOOL OR DISTRICT: Sudie L. Williams Elementary School
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

IDEAS AND VARIATIONS: At P.S. 80, Queens, New York City, the principal set aside a "Parent Room" in the school. Parent volunteers meet there throughout the day, having coffee and morning snacks as they share ideas and school and community news.

CASE NUMBER: II-P-1

TECHNIQUE: Community Rooms in the School: Parent/Volunteers Library

PURPOSE/REASON: To provide a library where parents may find information on school-related matters.

STRATEGIES AND ACTIVITIES:

- The school library is set up as a volunteer and community-service room.
- The room is used for various parent meetings and conferences.
- Parents are free to check out materials and to contribute any materials they find helpful.

RESULTS:

- Parents have received literature provided in the library on how to help deal with child-related problems.
- Most parents have reported successful results from their "research".
- Some parents have come to visualize the school as a service-connected place for their own needs.

RECOMMENDATIONS AND CONSIDERATIONS:

- Ideally, sufficient space should be provided to allow for attractive arrangements of books and pamphlets.
- In addition to parenting materials, information about special programs and other facets of the entire school system can be distributed from this room.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: David G. Burnet Elementary School
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

IDEAS AND VARIATIONS: This is adaptable to a secondary school as well.

CASE NUMBER: II-P-2

TECHNIQUE: Community Rooms in the School: A "Community/Volunteer" Room

PURPOSE/REASON: To provide an attractive setting for volunteers and people who come into the school from the community to eat lunch or just relax.

STRATEGIES AND ACTIVITIES:

- Identified a small room in the school to serve as the community room.
- Made an appeal to PTA and to adopting groups to help in funding.
- Stimulated interest by allowing the above groups to decorate the room any way they chose.
- Assisted in the recruitment of a "decorating committee."

RESULTS:

- The room was tastefully decorated. It became an attractive retreat for volunteers and/or community people active in the school.
- Since faculties often resist having volunteers in a teacher's lounge, this place maintained teachers' privacy.

RECOMMENDATIONS AND CONSIDERATIONS:

- This school received students from two feeder schools. If a parent accompanied his/her student on the bus, there was a "place to go" in the school building, meant just for parents and community people, if the need arose.
- Transportation to and from the feeder school areas is of prime importance in getting these communities fully involved.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Sudie L. Williams Elementary School
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

IDEAS AND VARIATIONS:

A similar situation is utilized at Reinhardt Elementary School, Dallas, Texas, and has proven very successful.

CASE NUMBER: II-Q-1

TECHNIQUE: After School Enrichment: "Sparkling Friday"

PURPOSE/REASON:
1) To incorporate fun into a learning situation.
2) To broaden each child's knowledge of clubs and hobbies.
3) To allow all sixth graders to be a part of a group they themselves chose.
4) To improve student attitudes.

STRATEGIES AND ACTIVITIES:

- Students were asked to list clubs they would like to take part in.
- Friday was chosen "to sparkle". The last hour of the academic day was set aside (and clubs could run over, after hours).
- Teachers and parents were used for club leaders, and advisors.
- After clubs were set up, students were given a choice sheet, to rank the order of their preferences.
- A study hall was set up for students unable or unwilling to attend the club meetings.
- Clubs included Gardening, Macrame, Tennis, Gymnastics, Charm, Spanish and Library.
- Because many students are bused into the school, late transportation was provided as part of the initial offering.

RESULTS:

- Students made physical as well as mental gains.
- There was a positive atmosphere around the school preceding club time.
- Learning experiences were incorporated into all activities.
- Students from different backgrounds worked together in "fun" situations, within a less structured atmosphere, for more interaction.
- Parents from different backgrounds worked together on mutual goals, learning more about each other in the process.

RECOMMENDATIONS AND CONSIDERATIONS:

- It was difficult to let every student have their first or second choice.
- If after-school athletics can incorporate such clubs as Tennis, etc., more indoor clubs might be scheduled in the last hour of school.
- In order to rotate students better, club "courses" could last only one semester each, so each student could have a chance at the more popular clubs.
- If a large percentage of the school population is bused, transportation may also have to be provided for volunteer parents who lead clubs.

TIME SPAN: Ongoing, each Friday of the school year (after school has settled down to a routine for the year)

SCHOOL OR DISTRICT: Bayles Elementary School
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

CASE NUMBER: II-Q-2

TECHNIQUE: After School Enrichment: "At school, after school"

PURPOSE/REASON: To encourage use of the school by the community after school hours.

STRATEGIES AND ACTIVITIES:

- Two P.E. teachers were employed to oversee sports activities such as tetherball, paddle ball, table tennis, handball and tumbling on three days per week, after school.
- A bus returned to the school each day at 5 p.m., to pick up those students who had remained.
- The lunchroom was used for meetings of 2 Brownie groups, and 2 Girl Scout groups. Cub scouts met in den mothers' homes; but the pack held its meeting one evening per month in the lunchroom, too.
- The school liaison person contacted the leaders of all participating groups, to learn of their custodial/janitorial needs, and relayed that information to the proper staff people.
- The school liaison publicized special group projects in the school newsletter, and helped judge Girl Scout contests, etc.
- The school office kept an up-to-date calendar of events for all after-school activities and arrangements.

RESULTS:

- Members of the community were very pleased when they arrived at the school for their meetings, and preparations had already been made.
- Children who participated after school formed stronger bonds with the school, and transmitted these feelings to their parents.
- The school custodians were pleased to get explicit instructions in advance, with all the requirements anticipated by a staff member.

RECOMMENDATIONS AND CONSIDERATIONS:

- After-school hours are the weakest for getting volunteers: most parents are involved with getting their students either to private practices, lessons, and the like, or to home-bound activities. Non-parents are usually involved in preparations for the evening meal, and are less available, also.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: George W. Truett School (and others in DISD)
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

CASE NUMBER: II-Q-3

TECHNIQUE: After School Enrichment: Mini-classes

PURPOSE/REASON: To expand opportunities for contact between children coming into a receiving school from various feeder schools; and to involve parents of those children in mutual activities.

STRATEGIES AND ACTIVITIES:

- All 4th-6th grade students in the school were given an interest survey (neighborhood children as well as children bused in from other areas).
- Parents and community volunteers were found to teach and help with various mini-classes after school, such as wood work, square dancing, macrame, cooking, etc.
- Most classes lasted from 4 to 6 weeks.
- Students either performed or displayed products at a Pioneer Night sponsored by the local PTA.

RESULTS:

- Many teachers reported positive changes in behaviors and attitudes in students who had participated in an after-school class.
- Friendships were developed among children from various communities and backgrounds.
- Students were given chances to be successful who otherwise might experience few personal victories.
- Parents enjoyed becoming more involved in school programs.

RECOMMENDATIONS AND CONSIDERATIONS:

- This activity was begun during the first year of large-scale busing into the school.
- Consider the funds involved in getting materials, etc. for the program.
- Consider transportation factors. (A late bus was used here to take children back to their respective neighborhoods after activities were finished.)
- Determine details such as the number of sessions, the length of time, etc., with volunteers before classes begin, and plan the course with the volunteer from the very start.

TIME SPAN: 8 weeks per session, plus organization time

SCHOOL OR DISTRICT: Lakewood Elementary School -- and several other schools in Dallas Independent School District
Dallas, Texas 75204

IDEAS AND VARIATIONS: Often after-school athletics are offered in addition; transportation then accommodates the athletes as well as children in the after-school program.

Extending School Services

III. EXTENDING

SCHOOL SERVICES

This section offers some ideas that extend the use of school facilities, people and services beyond the traditional or expected roles.

A. Multi-purpose use of facilities

B. Student services to the community

C. Community Schools

D. Employment for special groups

E. Neighborhood Assistance

F. Parent Services

CASE NUMBER: III-A-1

TECHNIQUE: Multi-purpose use of facilities: Cooperating with community groups

PURPOSE/REASON: To help establish a "partnership" between the schools and the community.

STRATEGIES AND ACTIVITIES:

- School administrators invited all community groups -- service, social, educational, church, political, labor unions, state, city and county governments -- to use the schools for their meetings.
- The school system invited the Department of Parks and Recreation to use school facilities for some of their programs.
- School facilities, both indoor and outdoor, were opened for a wide variety of community uses.

RESULTS:

- In one year community groups used school facilities on 22,863 occasions.
- The project emphasized the important community role played by the school system beyond regular school hours.
- Helped develop a partnership between the schools and the community.

RECOMMENDATIONS AND CONSIDERATIONS:

- Citizen use of school facilities should not conflict with the regular school program.
- The schools should be open to all community groups, not just a select few.
- The school district should set up a definite policy on community use of the schools, with guidelines, etc.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Pittsburgh Public Schools
Pittsburgh, Pennsylvania

CASE NUMBER: III-A-2

TECHNIQUE: Multi-purpose use of facilities: "Fun on Wheels"

PURPOSE/REASON: To encourage multiple use of school facilities during non-school hours.

STRATEGIES AND ACTIVITIES:

- Fun-On-Wheels is part of a larger effort to encourage community use of schools during off-hours.
- The school gym and multi-purpose room are open one afternoon a week after school for roller skating.
- Students provide their own skates and pay a 25 cents admission fee.
- Other activities include social programs for the district's Puerto Rican population and Golden Age programs for the elderly.

RESULTS:

- Nearly 200 children roller skate each week.
- The children enjoy themselves and the parents appreciate the extra program.
- There has been little or no damage to the wooden gym floor or the asphalt tile multi-purpose room floor.
- The admission fee has made the project self-supporting at one school and nearly so at the second school.

RECOMMENDATIONS AND CONSIDERATIONS:

- Such a project should be well supervised by adults (and adequate insurance should be obtained) in case of any accidents.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Avon Grove and Kemblesville Elementary Schools
Avon Grove School District, Chester County, Pennsylvania

IDEAS AND VARIATIONS: One school opens its multi-purpose room once a week for parents to play basketball or volleyball. This draws out some parents who don't come to PTA meetings.

CASE NUMBER: III-B-1

TECHNIQUE: Student services to the community: Career-related aid

PURPOSE/REASON: To provide career-directed experiences for students that benefit the community at the same time.

STRATEGIES AND ACTIVITIES:

- Health Service students worked in the local hospital, convalescent homes and public health department. Students ran two blood bank drives.
- Child Service students operated a community nursery school and worked as volunteers in public and private schools.
- Horticulture students raised plants and sold them, worked on grounds improvement projects, and did yard work for senior citizens free of charge.
- Food Service students operated a restaurant at the high school and invited district residents to eat there.
- Construction students built two homes; they invited the public to watch the actual construction, and to visit the completed homes.
- Administration designed activities in career education classes which further involved students in the community.

RESULTS:

- The activities in each cluster helped to change negative public attitudes concerning students.
- The activities provided students with wide career experiences.
- The students provided real and much-needed services for the community.

RECOMMENDATIONS AND CONSIDERATIONS:

- This type of program must be well organized. The program requires a lot of adult supervision and guidance.
- It is important that student services meet all of the standards of similar non-student operations in the community.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: David Douglas School District No. 40
Portland, Oregon

IDEAS AND VARIATIONS:

Instead of the traditional class gift to their school, seniors at McCluer High School in Ferguson-Florissant School District in Missouri planned a gift of service to the community. They found help for needy families, provided transportation and helped with house and yard work.

CASE NUMBER: III-B-2

TECHNIQUE: Student services to the community: Publishing a newspaper

PURPOSE/REASON: To fill the vacuum created by the loss of a daily community paper.

STRATEGIES AND ACTIVITIES:

- The community lost its daily paper. Students began their paper after four months of a local news vacuum.
- Students published an eight-page weekly community newspaper.
- The paper covers the city thoroughly and includes advertising.
- The paper is printed in the school print shop.
- 10,000 copies are distributed free by volunteers to all homes and businesses.

RESULTS:

- Positive letters and phone calls poured into the "Review" office.
- Advertising made the paper self-supporting but many community members offered to pay for the newspaper.
- It was great occupational training for the students.
- The students provided a badly needed service to the community.

RECOMMENDATIONS AND CONSIDERATIONS:

- This was a very unusual situation but most communities have some special needs that students could fill.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Monrovia High School and Los Angeles County Regional Occupational Program

CASE NUMBER: III-B-3

TECHNIQUE: Student services to the community: Nursery Care

PURPOSE/REASON: To provide community parents a place to leave their young children and for students studying child care to gain first-hand work experience.

STRATEGIES AND ACTIVITIES:

- Eighth and ninth graders in child care classes ran a nursery school four mornings a week from 8:15 to noon for 3½ to 5-year olds.
- The program included games, art, instruction and snack time.

RESULTS:

- The program freed the parents to do other things.
- The children in the program benefitted as well as the students running the program.
- The waiting list gets longer each day.

RECOMMENDATIONS AND CONSIDERATIONS:

- Parents may have to pay a small fee to take care of the expense of snacks and classroom materials.
- Students should be well trained and well supervised.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Elkins Park Junior High School
Cheltenham Township, Pennsylvania

IDEAS AND VARIATIONS:

Junior High School students studying vocational home economics in Springfield, Ohio operate a nursery school for 3 and 4-year-olds. In the school each child has at least one "teacher" to himself.

CASE NUMBER: III-B-4

TECHNIQUE: Student services to the community: Community Health Fair

PURPOSE/REASON: To promote better health practices in the community and acquaint community members with the wide range of health agencies available for their use.

STRATEGIES AND ACTIVITIES:

- School held a Community Health Fair which was a combined effort of major health organizations in the community, students and volunteer parents.
- The Fair was produced by the school as part of the health education program in the early grades.
- It was coordinated by two school district nurses.
- A wide range of medical tests were available to the public.
- High school and elementary students provided entertainment. For example, sixth graders put on a puppet show on good dental health habits.

RESULTS:

- Many community members visited the school to take advantage of the free medical tests.
- Students learned a lot about good health habits by putting on the program.

RECOMMENDATIONS AND CONSIDERATIONS:

- The more professionals in the health field that you can involve in a Fair like this, the better.

TIME SPAN: Once a year

SCHOOL OR DISTRICT: Sun View Elementary School
Ocean View, California

CASE NUMBER: III-B-5

TECHNIQUE: Student services to the community: A public and private school project

PURPOSE/REASON: To study and preserve the community's social and cultural history, and to get urban and rural students together in a mutual challenge.

STRATEGIES AND ACTIVITIES:

- In a high school course called "Adventure in American Social and Cultural History" 21 urban public school students joined 20 rural private school students to study the history of each community.
- In the first phase each group of students constructed their local histories from first-person accounts and from existing records and memorabilia.
- More than 30 hours of interviews were recorded, mostly in the homes of elderly people.
- In the second phase the students compared the two cultures by exchanging visits and presentations.

RESULTS:

- It encouraged students to see history as it related to people rather than politics.
- Many students gained a new appreciation of history.
- Warm relationships developed between the students and the people they interviewed.
- Collecting information wasn't easy -- one student earned his interview with miners by spending a day shoveling coal.
- The rural students found many mountain artifacts that had been preserved; quilts, baskets, churns, coffee grinders.
- The urban students found a goldmine of documents, photographs, correspondence and newspapers. They compiled them in booklet form and sold them to the community to pay for printing costs.

RECOMMENDATIONS AND CONSIDERATIONS:

- The project was funded by a grant from the National Endowment for the Humanities, but it could be carried out without such funds.

TIME SPAN: One year

SCHOOL OR DISTRICT: Webster Groves High School, Missouri
Oneida Baptist Institute, Oneida, Kentucky

IDEAS AND VARIATIONS:

A language arts teacher at Pershing Junior High School in Springfield, Missouri sent her students out to trace epitaphs on tombstones so the class could study the language used. Then the students wrote stories based on the information on the stones.

CASE NUMBER: III-B-6

TECHNIQUE: Student services to the community: "Project 1920's"

PURPOSE/REASON: To bring students and senior citizens closer together.

STRATEGIES AND ACTIVITIES:

- High school students visited senior citizen centers to interview people who lived in the 1920's.
- The class was divided into six groups and each group was given specific questions and general topics to discuss with senior citizens.

RESULTS:

- The visit gave the students new insights and new feelings for the Roaring 20's.
- Senior citizens enjoyed their role as "experts."

RECOMMENDATIONS AND CONSIDERATIONS:

- Such a visit must be prearranged with the senior citizens' group.
- Ideally, students should have questions in mind (or in writing) before conducting the interviews.

TIME SPAN: One day

SCHOOL OR DISTRICT: Newark High School
Newark, Delaware

IDEAS AND VARIATIONS:

In the Willoughby Eastlake School District in Willoughby, Ohio men over 65 and women over 62 can get a "Gold Card" which entitles them to free admission to any athletic or cultural event and free tuition for any adult education class. Cosmetology students give ladies a shampoo and set for only 25 cents.

At Oak Park and River Forest High School in Cook County, Illinois senior citizens can enroll in regular classes that aren't full. Art and philosophy were the most popular choices for senior citizens.

In Woodland High School in California, students gave a seventh performance of "Music Man" especially for senior citizens.

CASE NUMBER: III-B-7

TECHNIQUE: Student services to the community: Senior citizen home repairs

PURPOSE/REASON: To help students prepare for careers by gaining practical experience and to improve relations between the senior citizens and the schools.

STRATEGIES AND ACTIVITIES:

- Students made repairs in the homes or apartments of senior citizens who couldn't afford to pay repairmen.
- Two high schools and three junior highs planned a repair program with the Model Cities Senior Citizen Office.
- After attending classes, vocational education students spent the rest of their time on such jobs as repairing windows, fixing leaky faucets, etc., for senior citizens.

RESULTS:

- Made life more pleasant for senior citizens.
- Students gained "hands-on" experiences with residential repairs.

RECOMMENDATIONS AND CONSIDERATIONS:

- Students should be well trained and well supervised.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Des Moines, Iowa

IDEAS AND VARIATIONS:

The Carondelet Area Community School in St. Louis, Missouri sponsored a session on making terrariums for senior citizens.

In the Ferguson-Florissant School District in Missouri the Golden Age Lunch Program offers lunch and companionship at the nearest elementary school for 65 cents to those over 65 or on limited income.

TECHNIQUE: Community Schools: The Mott Program

PURPOSE/REASON: To offer educational opportunities to people of all ages. (The Mott Program in Flint, Michigan is a national model for the community school. Funding by C. Stewart Mott Foundation)

STRATEGIES AND ACTIVITIES:

- The community schools are open year-round, five nights a week and Saturday.
- The program is administered in each school by a community school director, working closely with a Community Council.
- The program includes:
  - Adult education: 1,200 courses are offered in 50 schools and 14 community centers each year.
  - Year-round recreation program: competition in 28 sports.
  - Police-school liaison: officers are in 12 high schools to prevent crime.
  - The Mott Camp for Boys, serving boys 10 to 15 years old.
  - Big Brothers of Greater Flint.
  - Charles Stewart Foundation Children's Health Center.

RESULTS:

- The schools serve about 90,000 children and adults annually.
- Adult Education courses serve 70,000 residents yearly.
- The community uses its own resources to solve its own problems.
- The Mott Program serves as a model for other school districts. About 250 cities have adopted the concept to varying degrees.
- Flint started the National Community School Education Association to act as a clearinghouse for information for other communities.

RECOMMENDATIONS AND CONSIDERATIONS:

- This type of program typically requires funding above and beyond the normal operating funds of a school system.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Flint, Michigan

IDEAS AND VARIATIONS:

The Dade County, Florida Community School Program is the second largest in the country. That program is financed by a partnership between the school board and the community, which contributes at least $5,000 per school year. (The money may come from bake sales, car washes, or from local industry or government.)

CASE NUMBER: III-C-2

TECHNIQUE: Community Schools: As Information Centers

PURPOSE/REASON: To have the Community School serve as a Community Information and Education Center.

STRATEGIES AND ACTIVITIES:

- Administered a comprehensive interest survey which reflected the basic educational and social needs of the community.
- Developed into an extension site of the Action Center that served as a clearinghouse for disseminating information.

RESULTS:

- This process resulted in increased community awareness and sensitivity to the needs and problems of the community and enhanced the educational process itself within the community.
- Approximately 1,000 people benefitted from the instructional program.
- Increased participation in the various classes was reflected in enrollment figures.
- Increased support and commitments from the community were projected as a result of this program.
- This project was successful in informing as well as involving the community in providing meaningful educational experiences to parents and students.

RECOMMENDATIONS AND CONSIDERATIONS:

- It is recommended that every school in the District become a Community School in the future.

TIME SPAN: Year round (12 months)

SCHOOL OR DISTRICT: Pearl C. Anderson School
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: III-C-3

TECHNIQUE: Community Schools: Jefferson Center

PURPOSE/REASON: To utilize the school more fully and offer the community a variety of facilities and educational opportunities that otherwise would not be available to them.

STRATEGIES AND ACTIVITIES:

- The Board of Education and the Department of Environmental Affairs cooperated in building Jefferson Center.
- The Center housed two previously separated junior high schools.
- The Center also serves as a full community recreation center including game room, canteen, dining commons, a clubroom, theater and fieldhouse.
- The building is open from 6:00 A.M. to midnight seven days a week.
- The county recreation department is in charge for the first three hours of each day.
- Students use most of the space from 9:00 to 3:00.
- After 3:00 the recreation program expands and adult education classes begin.

RESULTS:

- Students mix with people of all ages.
- A feeling of community has developed within the Center
- The joint venture gave the community better facilities than either agency could have afforded separately.
- Community leaders are looking for more ways to combine facilities so the taxpayer can get more for his money.

RECOMMENDATIONS AND CONSIDERATIONS:

- Other communities have conducted a needs assessment of the community before instituting such programs.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Thomas Jefferson Center
Arlington, Virginia

CASE NUMBER: III-D-1

TECHNIQUE: Employment for special groups: The elderly and handicapped

PURPOSE/REASON: To utilize the resources of elderly people and the handicapped.

STRATEGIES AND ACTIVITIES:

- Hired elderly, handicapped and retarded people for a year-round program to beautify school grounds.
- As auxiliary custodians 20 part-time workers earned $2.47 per hour for performing minimum services in high visibility areas.
- The people worked four hours per day trimming shrubs, pulling weeds, planting seeds, fertilizing, watering plants, policing grounds and planting donated cuttings.

RESULTS:

- The people enjoyed their work and did their jobs well.
- The school grounds looked better.
- The employees got along well with the students.
- Most community employees became good friends with the students.
- The principal said the employees are "living examples that people with severe handicaps can make a constructive contribution to society."

RECOMMENDATIONS AND CONSIDERATIONS:

- These people should be supervised by an understanding and patient person.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Arlington, Virginia

CASE NUMBER: III-E-1

TECHNIQUE: Neighborhood Assistance: "Clothing Closet"

PURPOSE/REASON: To provide children in a disadvantaged area with adequate wardrobes.

STRATEGIES AND ACTIVITIES:

- "Clothing Closet" was started with donations from a sponsoring school community.
- Serviceable used clothing was collected.
- A room was secured at the feeder school in the target area.
- Racks for the clothing were purchased.
- Rules and referral slips were made.
- Children who qualified were given clothing from the "Closet".
- Later in the program clothing was also donated from the target community, also.

RESULTS:

- The project provided a most-needed service to the children.
- It brought about a relationship between community members from the receiving school and the feeder school.
- A pride was developed by accomplishing the goal together.

RECOMMENDATIONS AND CONSIDERATIONS:

- New clothing was tried but proved too tempting for theft control.
- Be sure there is a constant source of clothing for different ages and sexes, and for different seasonal needs.
- Be sure there are loyal volunteers to man the center.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: John J. Pershing Elementary School
Dallas Independent School District
Dallas, Texas 75204

IDEAS AND VARIATIONS:

This program may be adapted to serve as a method of food distribution to needy families.

This could also be used as source of materials in time of a family tragedy, such as fire, etc.

TECHNIQUE: Neighborhood Assistance: The Flint, Michigan Program

PURPOSE/REASON: To improve the area's 41 school communities.

STRATEGIES AND ACTIVITIES:

- Each of the 41 school/community advisory councils in the city received a $5,000 grant from the C. S. Mott Foundation.
- Three elementary school councils pooled their resources and began a housing rehabilitation project to improve their neighborhood.
- The North-East Neighborhood Improvement Association (NENIA) buys homes from the Department of Housing and Urban Development (HUD) at nominal prices.
- Working with the Michigan Employment Security Commission, NENIA trains under-employed and unemployed persons to restore old houses.
- Restored houses are sold at low prices.
- Buyers must agree to live in the house for at least three years and to attend classes on home upkeep to prevent re-deterioration.
- Profits are used to buy more old houses.

RESULTS:

- In one year, NENIA bought, repaired and sold five homes while training over 16 people in home renovation.
- NENIA's program has started a major drive to overcome the area's problems of slum houses, crime and fear.
- NENIA has attracted the support of Flint's Urban League, HUD, the area banks and the city and state.

RECOMMENDATIONS AND CONSIDERATIONS:

- NENIA has a decision-making body made up of three representatives from each school and a full-time project coordinator. Both are necessary.
- Stumbling blocks in the training course were: 1) lack of communication between NENIA and the Employment Security office, 2) the lack of guidelines for applicants, and 3) a high turnover rate among instructors.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Flint, Michigan, 48505

TECHNIQUE: Parent Services: Vandal Prevention

PURPOSE/REASON: To involve the community in discouraging and reducing school vandalism.

STRATEGIES AND ACTIVITIES:

- School officials selected community residents to live on school grounds in "vandal watch trailers."
- Some volunteers were school employees. The others are carefully screened community residents.
- School officials and residents signed an agreement with a 60-day notice of termination clause for each party.
- Residents take nightly walks around the building to make sure all doors are locked.
- Duties include watching the school, not physically stopping the vandals.
- Residents have no responsibility for watching the school when it's in session.

RESULTS:

- The number of school break-ins in the district was cut down from 40 or 50 a year to two or three.
- Generally, there were few occasions for vandal watch residents to call police; just their presence seemed to scare off vandals.
- The district has answered about 1,000 requests for information from other districts on this program.

RECOMMENDATIONS AND CONSIDERATIONS:

- The costs of readying a trailer site plus whatever monthly utility bills the district agrees to pay can range from $475 to $3,000.
- Trailers should be placed as close as possible to the areas that are usually vandalized.
- This was a small district with only 15 schools.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Elk Grove, California
developed by O. Mearl Custer

IDEAS AND VARIATIONS: In Pinellas County, Florida, a district of 120 schools, there are trailers at the 41 school sites which are most likely to be vandalized.

Special Communication Tools

IV. SPECIAL

COMMUNICATION TOOLS

Every school has its own way of disseminating ideas and information. The following variations or suggestions may enhance some of the methods you already employ to communicate effectively with the people in your school community.

A. Campaigns

B. Bulletin Boards

C. Programs and Tickets

D. Filmstrips

E. Data Dissemination

F. Personal Notes

G. Information Centers

H. School Papers

J. Adult Field Trips

K. Bilingual Publications

CASE NUMBER: IV-A-1

TECHNIQUE: Campaigns: "Going Out in Style"

PURPOSE/REASON: To keep morale high during the closing of a school.

STRATEGIES AND ACTIVITIES:

- The board voted to close this 40-year-old junior high because of changing enrollment patterns and reduced state construction funding.
- The school staff decided to accept the decision gracefully and accent the positive by launching an all-school, all-community campaign called "Going Out in Style."
- A Planning Committee of teachers, students and parents was set up.
- The Committee planned various events for the year including days for students to visit their new schools. They designed a mascot, ordered pins and held an assembly to kick off the program.
- Each "last" event at the school was consciously celebrated and special surprises were planned for the students.
- The staff emphasized giving students a positive orientation toward their new schools.

RESULTS:

- "Going Out in Style" caught on with parents, staff and students. Morale was high.
- Vandalism was reduced. Students became proud of their school in its last days.
- Participation in extra-curricular activities and school spirit increased significantly.
- Community members appreciated the recognition of the school's history in the program.

RECOMMENDATIONS AND CONSIDERATIONS:

- The immediate objective of the staff was to send students to their new schools with confidence in themselves and their ability to succeed.

TIME SPAN: One year

SCHOOL OR DISTRICT: Montgomery Hills Junior High School
Montgomery County, Maryland

CASE NUMBER: IV-A-2

TECHNIQUE: Campaigns: "Project Pride"

PURPOSE/REASON: To reduce vandalism in a school district.

STRATEGIES AND ACTIVITIES:

- A documentary film, "Project Pride: A Positive Approach to Vandalism" introduced the Project Pride campaign to the school board, administrators and teachers.
- The film was also shown to city, county and parent groups to get their support.
- Buttons, arm patches, classroom plaques, banners, etc., rewarded students for all kinds of school clean-up and maintenance activities.
- Teachers and staff got involved in planning classroom and school projects.
- A film, "Take a Little Pride" introduced the project to students.
- Broadcast the success to media.

RESULTS:

- In the first three years of operation, the project cut vandalism costs from $8,000 to $3,000.
- Program also helped stop the steady rise of insurance costs in the district.
- Project Pride is honored as a Model Program in the "Final Report of the Ad Hoc Committee on Prevention and Management of Crime in the Schools," published jointly by Evelle J. Younger, Attorney General and Wilson Riles, State Superintendent of Public Instruction of California.

RECOMMENDATIONS AND CONSIDERATIONS:

- A how-to booklet describing the project is available for use by other school districts published by Progress Pride Associates, San Francisco.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: San Bruno Park Schools, California

CASE NUMBER: IV-A-3

TECHNIQUE: Campaigns: "A meaningful and a safe year of education."

PURPOSE/REASON: To encourage Anglo parents to send their children to an elementary school in a minority neighborhood (as part of a court-ordered desegregation plan).

STRATEGIES AND ACTIVITIES:

- The principal decided on a "sell the school" program.
- He met with the staff two weeks before school started to launch the plan.
- A billboard, donated by an advertising company, promised parents "A meaningful and a safe year of education."
- During the first school week each teacher either visited or called the parents of each student with a positive message.
- Visits and calls were continued along with lots of positive notes to parents.
- The principal concentrated on staff development during the year.

RESULTS:

- Through this program, the district was able to hold the white residents who had children assigned to minority schools.
- Consumerism worked. The principal thought of the students and parents as the school's "customers."
- The staff developed into a cohesive unit.

RECOMMENDATIONS AND CONSIDERATIONS:

- The district was 52 percent Hispanic, 32 percent black and 16 percent white: it was very important to keep as many Anglos in the district as possible.

TIME SPAN: One year

SCHOOL OR DISTRICT: Maurice J. Tobin Elementary School
Boston, Massachusetts

TECHNIQUE: Campaigns: "Vote for the Kids"

PURPOSE/REASON: To inform the public and thereby gather support for an $80 million school improvement bond election.

(SPECIAL CIRCUMSTANCE: The election was scheduled within the first few months' implementation of a new desegregation court order.)

STRATEGIES AND ACTIVITIES:

- The election date was set in early December, to take advantage of the "giving" mood of the season.
- Auditors provided figures showing that no tax increase would be necessary to support and pay for the bonds, if they passed.
- The support of the business community was sought early on, and a campaign fund was collected, to help inform the public.
- Yard signs, posters, buttons, printed material and other materials bore the slogan, created by a local advertising agency, "Vote for the Kids."
- A community network of task forces became involved in disseminating information about which local schools would get improvements.
- School communities were promised that local advisory committees would help determine what improvements would be made and when.
- Media were given news releases about the broad community support: at stake were the city's and the school district's "images."
- A newsletter, "UP-DATE", that circulated to key communicators, carried "Statements of Support" from many different factions in the community.

RESULTS:

- The election issue passed by a 60/40 margin.
- Liaisons were appointed from the central office, to coordinate local community meetings with district architects, staff, etc. Advisory groups are remaining active as funds are received at their schools.
- The city's reputation was enhanced, since bond issues had been failing across the country. (Subsequently, the bond rating was good, and the money to be borrowed was acquired at a low interest rate.)
- The election turnout was stronger than expected. Support was strong in all ethnic groups.

RECOMMENDATIONS AND CONSIDERATIONS:

- The support of the business community, who could see the economic and social benefits of the bond's passage, was vital.
- The support of other segments of the community (the churches, realtors, PTA, etc.) lent credibility to the need for passage of the issue.
- Including the community in advisory and plan-making capacities was very important.
- Follow-ups after the election, to call advisory groups together, kept interest in the schools alive.

TIME SPAN: Pre-election time, 2 months. Other activities are on-going.

SCHOOL OR DISTRICT: Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

CASE NUMBER: IV-A-5

TECHNIQUE: Campaigns: "Keep It Together Dallas"

PURPOSE/REASON: To promote a smooth transition and broad community support for a newly mandated court order for desegregation.

STRATEGIES AND ACTIVITIES:

- A local public relations/ad agency, at the request of the school district and the business community, devised the "Keep It Together Dallas" campaign.
- A community group called the Coordinating Network for Desegregation Implementation was the main means of disseminating all materials in the campaign. The "Network" involved all of its 8 Task Forces for broad distribution: .Business/Industry .Higher Education .PTAs .Religious Community .District Advisory Committees .Organizations/ agencies .Realtors .Youth serving groups
- A 30-minute film was professionally made and shown on TV simulcasts during the weekend before schools opened. Video-tapes were shown later at community meetings during the school year.
- Posters, bumper stickers, payroll and envelope stuffers, buttons, handouts and newspaper ads all carried the slogan (which was artistically drawn as if printed by a child).
- A newsletter UPDATE (mailed to over 7,000 key communicators and handed out to all teachers and volunteers in the district) featured statements of support from many segments of the community, and discussed what were the benefits of "Keeping It Together."

RESULTS:

- Schools opened without violent incidents and with a positive atmosphere.
- The mood was created that all of Dallas had a part in keeping things calm and peaceful.
- Businessmen and others not directly involved in the school system, participated for reasons of civic pride and for the overall good of the community.
- The campaign asked for a high degree of volunteerism, which was successful.
- An "annual report" on desegregation featured the same theme: "Keeping It Together Dallas Style."

RECOMMENDATIONS AND CONSIDERATIONS:

- The costs of these campaigns are fairly substantial. To obtain funding before undertaking a major campaign is wise. (The Chambers of Commerce helped here)
- Involving as many cross-sections of people in disseminating information as possible will guarantee more grass-roots support.
- Having an up-to-date mailing list of "key communicators" and civic leaders is vital.
- Continuing contact with all groups connected with the campaign has kept a large number of people "in touch" with public education, and has given them a stake in an improved educational offering and enrollment in public schools.

TIME SPAN: Preceding and during one school year

SCHOOL OR DISTRICT: Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 7520[illegible]

CASE NUMBER: IV-B-1

TECHNIQUE: Bulletin Boards: "Burleson Beats"

PURPOSE/REASON: To give every student an opportunity to see his/her name in print, and to notify the community of school activities.

STRATEGIES AND ACTIVITIES:

- Bulletin board is made of plexiglass, and is called "Burleson Beats".
- Student announcements, awards, birthdays and candid photos are posted.
- Lunch menus are posted, to encourage reading.
- School colors are used, to instill school pride.
- The most-often passed location was chosen for a site.
- The school mascot is prominently displayed on the bulletin board.
- Funding was supplied by the PTA, which also funded upkeep.
- Plexiglass was chosen (a 3' x 5' size) becuase it is easy to change, can be used with overhead projector, can be glued to wall and decorated easily.

RESULTS:

- The bulletin board is considered 100% effective in communicating to students.
- The attractiveness is noted by visitors to the school.
- Every student gets to see his/her name in print.
- Contests (like math and science) take on more significance when winners' names are posted. This was a good way to give "good strokes" to deserving students.
- Reading was encouraged through posting of lunch menu, along with a "Wise Words to Owls" quote.
- School pride was enhanced through use of colors, mascot, announcement of special events.

RECOMMENDATIONS AND CONSIDERATIONS:

- Border for these bulletin boards should be of permanent material or it must be replaced yearly.
- There are material costs involved; try to find a sponsoring group.
- Notices should change often, to keep interest alive.
- Choose your location carefully, especially if a permanent glue installation is made.

TIME SPAN: Duration of each school year

SCHOOL OR DISTRICT: Rufus C. Burleson
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: IV-B-2

TECHNIQUE: Bulletin Boards: "Qué Pasa"

PURPOSE/REASON: To strengthen communications for students who are not present during announcements due to Magnet School Schedules, Distributive Education Programs, etc.

STRATEGIES AND ACTIVITIES:

- An extra large bulletin board was set up in the lunchroom entitled "Qué Pasa", for the posting of important announcements of school activities.
- Each announcement made on the P.A. system was also placed on the bulletin board.
- Students were urged to develop the habit of checking this bulletin board to keep abreast of school activities.

RESULTS:

- The board solved most of the problems of communication with the Magnet School and Distributive Education students.
- Parents who felt their children were missing important announcements due to absence from the home school for part of the day were more satisfied.

RECOMMENDATIONS AND CONSIDERATIONS:

- Be sure that notices are posted early enough to be read by all concerned students.
- Check often to be sure notices are removed from the board when they are no longer needed or effective. (There is a tendency for the board to become cluttered with out of date material.)

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: David W. Carter High School
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: IV-C-1

TECHNIQUE: Programs and tickets: Serving two purposes

PURPOSE/REASON: To present brief, interesting facts about the school system or particular school to community people.

STRATEGIES AND ACTIVITIES:

- Compile a list of brief and interesting facts about the school system and/or the local school.
- Arrange the list to assure the use of the most relevant items first.
- When your school is having a program or activity, utilize the blank space on the back of tickets, programs or agendas to publish these facts or other important dates in the future.

RESULTS:

- Parents and citizens attending can become better informed about the school or the system.
- The information will be appreciated by the public (who might not otherwise have access to the information).
- People will be more apt to retain the programs or agendas for future reference.
- Tickets and programs can serve two purposes, without doubling the costs.

RECOMMENDATIONS AND CONSIDERATIONS:

- Be certain the facts are of general interest.
- Word these messages as briefly as possible and still retain their full meaning.
- Request responses from time to time to determine the effectiveness of your messages.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Communications Cues, Vol. 1, No. 6, April, 1977
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: IV-D-1

TECHNIQUE: Filmstrips: For orientation

PURPOSE/REASON: To ease the transition of in-coming 3rd graders and to orient all new students and parents to the building and program.

STRATEGIES AND ACTIVITIES:

- A filmstrip was made which included a list of all key persons and areas in the building.
- The script contained brief descriptions of all the staff's duties plus school rules.
- Slide pictures were made of the interior of the school, of students and key personnel.
- The script was written to coordinate with slides.

RESULTS:

- Helps relieve tension; it serves as an opener for new students and their parents to ask questions about things seen in the film.
- Has been used year-round. Can be used in Spring for showing at feeder schools, or during the school year for orientation.

RECOMMENDATIONS AND CONSIDERATIONS:

- If the school is multi-ethnic, be certain to include a good cross-section of people in your slides (both students and personnel).
- Individual slides will need to be replaced and the tape may have to be re-done when the staff changes.

TIME SPAN: Preparation of filmstrip during the course of one school year; up-dating of filmstrip as needed. Use of filmstrip all year.

SCHOOL OR DISTRICT: L. L. Hotchkiss School
Dallas Independent School District
Dallas, Texas 75204

IDEAS AND VARIATIONS: This audio/visual presentation technique can be applied to all grade levels.

CASE NUMBER: IV-E-1

TECHNIQUE: Data Dissemination: Releasing test scores

PURPOSE/REASON: To inform the community and discuss their concerns about student test results.

STRATEGIES AND ACTIVITIES:

- Test scores were released with five groups in mind: teachers, parents, students, community leaders and concerned taxpayers.
- Word was spread by two means -- through local media and through community meetings.
- Detailed briefings were held for media representatives.
- Each principal held a community meeting to release scores and to discuss major concerns.
- Knowledgeable school officials were always available to answer questions.

RESULTS:

- Even though scores showed a slight decline from the previous year, headlines were positive.
- Messages were designed to allay the fears of each group. These fears were anticipated in advance.
- School officials opted to put everyting on the table.

RECOMMENDATIONS AND CONSIDERATIONS:

- Be certain that parents understand all of the terms you use.
- Lumping all of a school's results into a simple composite figure can lead to dangerous public comparisons with other schools.

TIME SPAN: Whenever test scores are released

SCHOOL OR DISTRICT: Dade County Public Schools, Florida

CASE NUMBER: IV-E-2

TECHNIQUE: Data Dissemination: "Report to Parents"

PURPOSE/REASON: To inform parents about their children's progress by having each teacher interpret test results.

STRATEGIES AND ACTIVITIES:

- The principal sent parents a 16-page overview of the school's test scores written in simple language.
- Teachers studied test data to pinpoint the strengths and weaknesses of each student.
- Each teacher interpreted these reports at a conference with the parents.
- Each fall a "Test Report to Parents" showing their child's test scores is mailed to parents.

RESULTS:

- Teachers discussed specific needs with parents and what was being done to help.
- The key to successful interpretation and communication of the results to parents rested with the individual classroom teachers.

RECOMMENDATIONS AND CONSIDERATIONS:

- Point out that tests aren't proven indicators of a child's future success or failure. They are only yardsticks to identify strengths and weaknesses.
- Stress the positive as much as possible while still providing accurate information.
- Don't overpower parents with too much information. What they really want to know is, "How is my child doing?"

TIME SPAN: Periodically, when test scores are released

SCHOOL OR DISTRICT: Brookview Elementary School
Montgomery County, Maryland

CASE NUMBER: IV-E-3

TECHNIQUE: Data Dissemination: Last day of school

PURPOSE/REASON: To assist both the parents and the school with enrollment for next year.

STRATEGIES AND ACTIVITIES:

- With end-of-the-year report cards, send:
  Calendar for the next school year
  List of supplies for next school year
  Enrollment forms for next school year
  List of enrollment procedures and requirements
- In the case of elementary report cards, materials may be stapled to the card to avoid loss.

RESULTS:

- Parents appreciated the calendar and supply list.
- Parents could get supplies early.
- Parents could make plans without conflict with school dates.
- Parents kept the materials stapled to the report card for future reference.
- The plan simplified enrollment the following fall.

RECOMMENDATIONS AND CONSIDERATIONS:

- Information concerning immunization requirements, locker fees, need of birth certificate, etc., could be included.

TIME SPAN: One day

SCHOOL OR DISTRICT: Herbert Marcus Elementary School
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: IV-F-2

TECHNIQUE: Personal Notes: "Happygrams"

PURPOSE/REASON: To build a better self image for students through positive communications with parents.

STRATEGIES AND ACTIVITIES:

- Happygrams are mimeographed sheets with a smiling face for teachers to use to send notes home to parents.
- Individual teachers sent Happygrams to communicate good news.
- Messages don't have to be about outstanding achievement. All children deserve Happygrams once in a while.
- It only takes a few moments of the teacher's time to write the notes.

RESULTS:

- Parent response was very positive.
- The notes led to more and more achievements that were worthy of happygrams.
- One mother said it was the first time in six years that a teacher had said something nice about her son.

RECOMMENDATIONS AND CONSIDERATIONS:

- A more sophisticated Happygram could be effective for high school students.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Maryville City Schools, Municipal Building
Maryville, Tennessee 37801

IDEAS AND VARIATIONS: Principal Chancel Brown of Old Town Elementary School started a special Happygram program to improve student behavior on school buses. Well-behaved students receive mimeographed notes signed by the bus driver and a badge which says "My Bus Driver Loves Me."

At McCaskey High School in Lancaster, Pennsylvania, left over art paper is turned into stationery printed with "McCaskey Cares" and envelopes say "Good News from McCaskey." Teachers use it to send good news to parents. The school office pays for postage.

At the end of a particularly good week a teacher in Manitowoc, Wisconsin sent a handwritten positive note home with every child in her class.

CASE NUMBER: IV-F-1

TECHNIQUE: Personal Notes: "Liongrams"

PURPOSE/REASON: To create a positive two-way communication between teachers and parents.

STRATEGIES AND ACTIVITIES:

- Teachers send "Liongrams" (Leo the Lion is the school mascot) to parents every other week to report academic and social progress.
- The notes cover problems as well as achievements.
- The message includes a place for parent comments.
- Parents are expected to sign the note and return it during the following week.

RESULTS:

- Parents and teachers are in almost constant communication.
- Problems, including behavioral and disciplinary ones, are dealt with as they occur.
- The notes led to improved academic work.

RECOMMENDATIONS AND CONSIDERATIONS:

- Teachers must be willing to take the time to write the notes on a regular basis.

TIME SPAN: Ongoing, every two weeks

SCHOOL OR DISTRICT: Lorton Elementary School
Fairfax County, Virginia

CASE NUMBER: IV-F-3

TECHNIQUE: Personal Notes: Letters to parents

PURPOSE/REASON: To involve parents of kindergarten children

STRATEGIES AND ACTIVITIES:

- The teacher regularly sent letters to each family to explain the "what" and "why" of classroom activities.
- The teacher discussed the objectives of each study unit with the parents and suggested ways the parents could supplement school activities at home.
- The messages were delivered by the children.

RESULTS:

- Parents became involved in school activities from the very beginning.
- Inexperienced parents were provided helpful pointers about how to help their children.
- The principal said, "Response to letters has been so positive that I don't think we could discontinue the project if we wanted to."
- A parent said, "I wish I had the same opportunity with my older children."

RECOMMENDATIONS AND CONSIDERATIONS:

- Parents could be encouraged to get involved in class activities as volunteers or resource persons.
- Teachers could encourage parents to call or visit to discuss problems or questions.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Peter Hobart Elementary School
St. Louis Park, Minnesota

IDEAS AND VARIATIONS:

In one kindergarten class at Prairie Lane Elementary School in Omaha, Nebraska, the children took turns telling "All About Me." Often a family member visited the class for the presentation to share more family history or to talk about their careers.

CASE NUMBER: IV-F-4

TECHNIQUE: Personal Notes: Recognizing student achievement

PURPOSE/REASON: To commend the good behavior and achievements of students to their parents.

STRATEGIES AND ACTIVITIES:

- The prospect of obtaining the approval of teachers and parents is held before the students.
- Parents are informed of the worthy actions of their children.
- Inquiry and concern is stimulated in parents who do not receive the "happy grams".
- Desire is fostered in students to seek approval.

RESULTS:

- Parents were given the occasion to commend their children for known good behavior, and to encourage repetition.
- Curiosity and inquiry was expressed by those parents who did not receive the messages of approval.
- Student's appreciation for commendation and approval was enhanced and self-discipline was motivated.

RECOMMENDATIONS AND CONSIDERATIONS:

- More widespread publicity and acclaim for parents and the commended students is recommended.

TIME SPAN: Seven months

SCHOOL OR DISTRICT: N. W. Harllee Elementary School
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: IV-F-5

TECHNIQUE: Personal Notes: Certificates

PURPOSE/REASON: To provide parent recognition for student achievements.

STRATEGIES AND ACTIVITIES:

- Develop an all-purpose parent recognition certificate.
- Whenever a student wins an award or achieves an honor, the principal sends an award certificate to the parents.
- Parents are also invited to and recognized at all school awards' assemblies and programs.

RESULTS:

- Increases parent support.
- Provides better two-way communication between parents and the school.
- Emphasizes the importance of the parent's role in the success of the student.

RECOMMENDATIONS AND CONSIDERATIONS:

- It is wise to outline or write guidelines for the types of achievements to be recognized, to guard against the over-use of the certificates and the diminishing of their impact.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: PRx, a public relations prescription

IDEAS AND VARIATIONS:

Many principals clip newspaper articles about students and former students' achievements and send to parents along with a note like: "Hey, this is great!"

Many schools have general purpose notes printed with the school mascot or logo for the principal and staff to use as thank you notes, sympathy notes, etc. These can be sent to parents, news media, non-parent taxpayers, students and staff members.

TECHNIQUE: Personal Notes: "Love Tags"

PURPOSE/REASON: To reach parents who found it difficult, or impossible, to become involved in parent education programs at school and to help parents gain better parenting skills in specific areas.

STRATEGIES AND ACTIVITIES:

- Short parenting tips addressing specific areas of skill and attitude development (such as "Let's count blue cars when we drive today") were printed on 1½" x 4" tags, attached by a colorful loop of yarn through a hole in the tag.
- The Love Tag system was introduced to parents through letter.
- Spanish tags and letters were used for some parents.
- At the end of designated days teachers gave each child in their class a tag to wear home. This suggested fun activities for parents and children to do together.
- Throughout the school year these activities addressed all areas of child growth and development.
- In individual classes children were given and/or decorated coffee cans with slots cut in the plastic tops in which to save the Love Tags for future use.

RESULTS:

- The simple project was successful.
- Parents, children and teachers were enthusiastic.
- The parenting tips were not overwhelming for busy parents and also provided a continuous process.

RECOMMENDATIONS AND CONSIDERATIONS:

- Actual production of the Love Tags was a joint effort of the print shop and the school staff.
- Attaching the yarn to each tag and the counting of the tags were both problems.
- The tags were bundled in bunches of 30 to accommodate a class of that number.
- Ninety-six separate Love Tags constituted a complete set for each child.

TIME SPAN: Love Tags were disseminated for one school year on 96 days.

SCHOOL OR DISTRICT: Dallas ISD Lewisville ISD Sulphur Springs ISD
Hallville ISD Plano ISD

IDEAS AND VARIATIONS:
Printing these parenting tips on Fuzzy stickers eliminated the yarn problem. Children wore the stickers on their clothes or on a paper which was being sent home.

CASE NUMBER: IV-G-1

TECHNIQUE: Information Centers: Working with League of Women Voters

PURPOSE/REASON: To inform the public about a court ordered desegregation plan.

SPECIAL CIRCUMSTANCES: The district had from February to September to implement the plan.

STRATEGIES AND ACTIVITIES:

- The League of Women Voters carried out an information campaign that included:
  - An Information Center which 55 members operated for 22 weeks at the school district's offices.
  - 25 information booths, organized and staffed by League volunteers at shopping centers prior to the opening of school.
  - Community meetings which featured knowledgeable speakers on integration.
  - Fact sheets sent to community members periodically.

RESULTS:

- The Information Center answered over 3,000 inquiries.
- Tabulations showed that 80 percent of the callers were either positive about or at least accepted the integration plan.
- Most people wanted to know what school their children would attend and where they would catch the bus.
- The center also gave people a "place to vent their anger and fear."

RECOMMENDATIONS AND CONSIDERATIONS:

- The league emphasized that it was very important to get accurate information to real estate brokers in order to prevent the white flight from the community.

TIME SPAN: Five months

SCHOOL OR DISTRICT: Pasadena, California

TECHNIQUE: Information Centers: "Information Saturdays"

PURPOSE/REASON: To disseminate school-related information to as large a cross-section of the community as possible (prior to the implementation of a court-ordered desegregation plan)

STRATEGIES AND ACTIVITIES:

- Information Saturdays took place on two consecutive Saturdays before public schools opened.
- The project was sponsored by the Committee for a Smooth Transition and the League of Women Voters.
- Information centers were placed in 55 area supermarkets and shopping centers, manned by over 400 volunteers (on 4-hour shifts, from 9 to 5 p.m.)
- Data concerning bus routes, immunizations, school assignments, safety and programs was disseminated; also, a plea for volunteers was launched.
- People were encouraged to ask questions, and cards were available for replies from the Action Center (at the main administration building) if questions were too complicated.
- Teachers, counselors and principals were among the volunteers that worked at these information centers.

RESULTS:

- Enormous amounts of information was passed on to the public where they were most receptive (on their own "turf", doing their shopping).
- The public was impressed with the fact that teachers and other staff people volunteered their time to assist.
- The local stores were thanked by all, and made to feel that they had contributed a great deal to their community by allowing the centers to be set up on their busy days.
- Many volunteers were recruited.

RECOMMENDATIONS AND CONSIDERATIONS:

- The pick up and delivery of materials and table and chairs for the centers are major coordinating efforts.
- It is ideal to have stand-by volunteers, should some not show up when they promised.
- Orientation for all volunteers is a necessity.
- Evaluation of the results, made by volunteers, can give insight into planning for the next year.

TIME SPAN: One day or two days, preceding school's opening. (Planning: 30 days at least)

SCHOOL OR DISTRICT: Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

IDEAS AND VARIATIONS: Following Information Saturdays, 2 additional days, "Information Sundays" were held in all area churches before schools opened, to reach that group of patrons. Ministers gave sermons, etc., regarding school, beside giving out actual information.

CASE NUMBER: IV-H-1

TECHNIQUE: School Papers: "Burleson Bugle"

PURPOSE/REASON: 1) To communicate with parents 2) to communicate with staff and students 3) to communicate with community 4) to give students an opportunity for good strokes.

STRATEGIES AND ACTIVITIES:

- The paper consisted of:
  - Four 8½ x 14 pages which told of student activities, community activities, faculty "spotlight", student honors, student birthdays.
- It was published monthly in the building, allowing for last minute news.
- It was distributed through the students, so they could enjoy it before taking it home.

RESULTS:

- Gave students opportunity to see their name in print.
- Told community what was happening at the school building.
- Kept parents informed.
- Gave teachers an opportunity to tell what was "going on" in their group.
- Encouraged students to read.

RECOMMENDATIONS AND CONSIDERATIONS:

- Have an attractive masthead that represents your school well.
- Keep notes on what is going on in the community
- Use student stories and poetry
- Send extra copies to neighborhood newspapers
- Make extra copies (parents want copies to send relatives)
- Everyone looks forward to the paper, so it is important to establish a date and stay with it.
- To edit some peoples' story without their approval is worse than leaving it out.

TIME SPAN: Ongoing

SCHOOL OR DISTRICT: Rufus C. Burleson Elementary School
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

CASE NUMBER: IV-J-1

TECHNIQUE: Adult Field Trips: Parent orientation

PURPOSE/REASON: To acquaint parents with new programs in the schools, alternate schools, or other facets of the district needing exposure.

STRATEGIES AND ACTIVITIES:

- Invite parents by letter and telephone.
- Arrange with facility to be visited to receive parents.
- Schedule buses.
- Arrange for buses to pick up parents at convenient locations.
- If feasible, arrange lunch for parents at, or near, visited facility.
- Arrange for buses to return parents to point of origin.

RESULTS:

- Parents were enlightened about new programs and alternate choices offered by the district.
- Excellent interaction occurred between parents both during bus ride and during lunch.
- Offered the parents the opportunity to discuss concerns and to ask questions.

RECOMMENDATIONS AND CONSIDERATIONS:

- Be certain the details of the trip are well planned and coordinated.
- Trips of this nature would be helpful to members of Advisory and planning committees.
- Have any publications or brochures ready for distribution to the parents who attend.
- Have an informed parent or parents available to go along if possible as a resource.

TIME SPAN: One half day

SCHOOL OR DISTRICT: John Quincy Adams Elementary School
Dallas Independent School District
Dallas, Texas 75204

CASE NUMBER: IV-K-1

TECHNIQUE: Bilingual Publications: "Easy Reading Material"

PURPOSE/REASON: To provide easy reading materials for the Spanish-speaking child to be used as enrichment in the Kindergarten-third grade bilingual classrooms and homes.

STRATEGIES AND ACTIVITIES:

- Six beginning booklets and a folder describing reading activities that can be carried out in the home were developed.
- The content of the booklets provides reinforcement for some of the essential reading skills as identified in the Test of Essential Reading Skills in Spanish, developed by DISD.
- The booklets are consumable, and will be utilized as a part of the total reading program for Spanish-speaking children in the district.
- The brochure is intended to foster reading activities between parent and child in the home by listing specific suggestions for these activities, and by illustrating these ideas with photos.

RESULTS:

- The booklets were written, illustrated, field-tested and produced by staff.
- Comments from teachers who field-tested these booklets were most positive.
- The series of booklets enables children who are learning to read in Spanish to practice this skill by reading short stories simple enough to guarantee a successful reading experience.

RECOMMENDATIONS AND CONSIDERATIONS:

- A wider variety of easy reading materials is needed in Spanish.
- More booklets in this format could be used as supplementary reading materials for the Spanish-speaking child of all levels.

TIME SPAN: Ongoing. Since the original text and artwork for these booklets has been preserved, the booklets can be replicated for the cost of printing and distribution.

SCHOOL OR DISTRICT: Language Arts/Reading Department
Dallas Independent School District
Dallas, Texas 75204

TELL US YOUR IDEA... so we can tell others

TECHNIQUE:

PURPOSE/REASON:

STRATEGIES AND ACTIVITIES:

RESULTS:

RECOMMENDATIONS AND CONSIDERATIONS:

TIME SPAN:

SCHOOL OR DISTRICT:

Send to: William J. Banach, Director of Communication Services,
Macomb Regional Dissemination Center, 44001 Garfield,
Mt. Clemens, MI 48044, (313) 286-8800.